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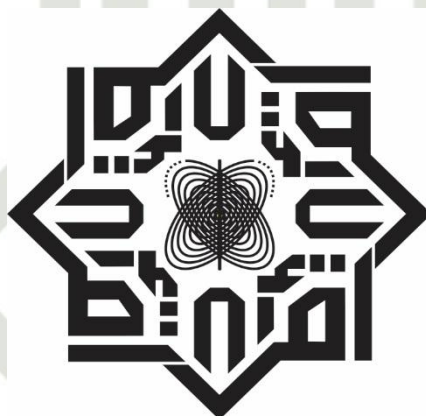
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**THE CORRELATION BETWEEN STUDENTS' VOCABULARY
MASTERY AND THEIR READING COMPREHENSION
IN DESCRIPTIVE TEXT AT STATE SENIOR
HIGH SCHOOL 2 PEKANBARU**

A Thesis

Submitted to Fulfill one of Requirements
For Getting Bachelor Degree in English Education
(S.Pd.)



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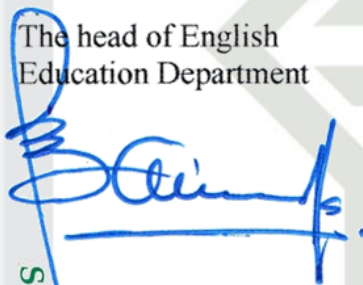
SUPERVISOR APPROVAL

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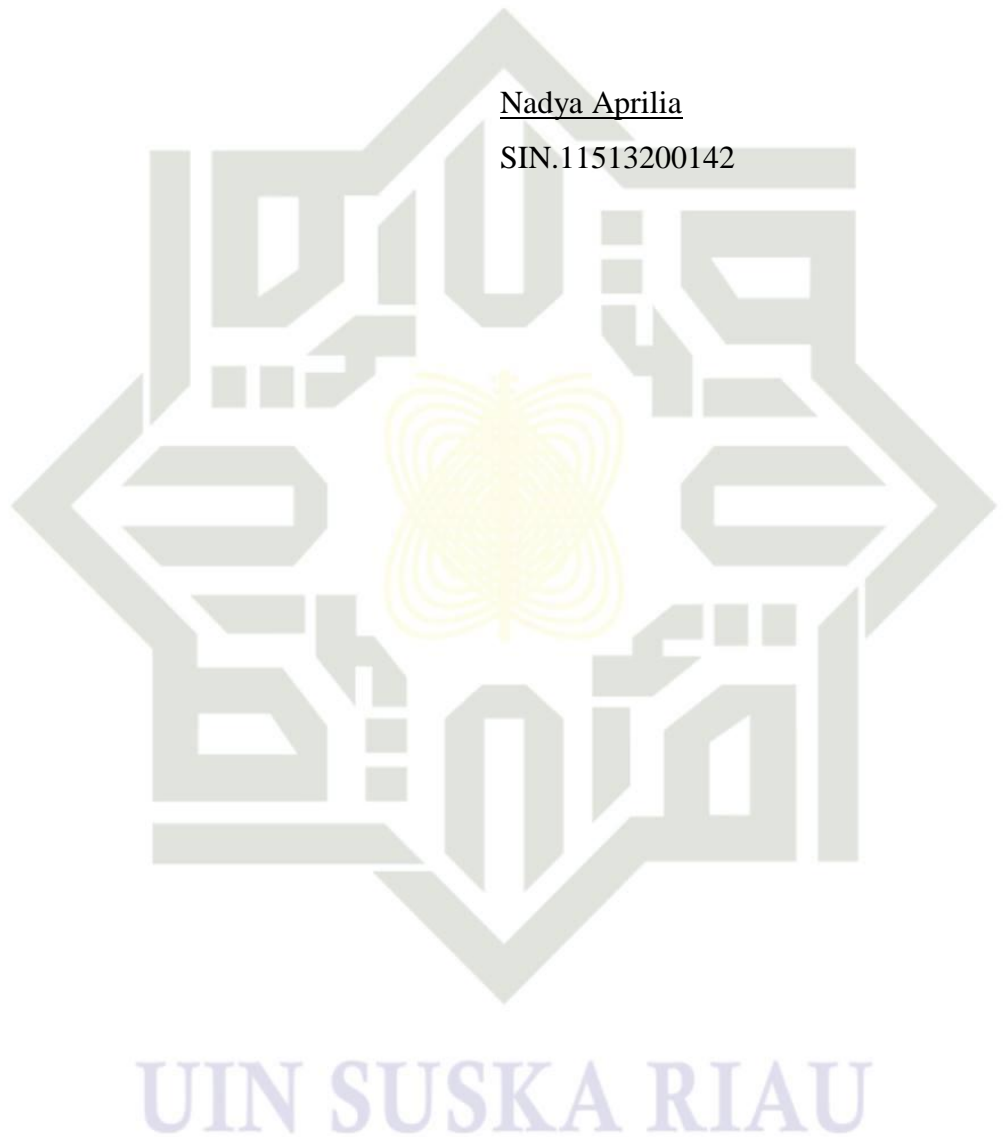
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Pekanbaru, October 07th 2019

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ABSTRACT

NADYA APRILIA (2019) The Correlation Between Students' Vocabulary Mastery and Their Reading Comprehension in Descriptive Text at State Senior High Scholl 2 Pekanbaru

Based on the preliminary research, it was found that students' vocabulary mastery is not good at the school. Then, considering some factors influencing vocabulary, it was also found that they still have a mistake to use content words, consists of noun, verb, adjective, and adverb. And function words, it consists of preposition, article, and pronoun. So, this research was aimed to find out the correlation between students' vocabulary mastery and their reading comprehension in descriptive text at State Senior High School 2 Pekanbaru. This research was correlational research. There were two tests used in collecting the data for this research: vocabulary test and reading comprehension test. The population of this research was 322 students. Then, in taking the sample, the researcher used simple random sampling and chose 36 students from all classes. To collect the data, the researcher used multiple choice test. By using product moment formula through SPSS 21.0 in analyzing the data, the mean score of students' vocabulary mastery was 80 categorized as very good level. On the other hand, the mean score of students' reading comprehension was 76 categorized as good level. The result of this data analysis is shown that robserved is 0.440. With degree of significance 5%, the score of rtable obtained is 0.279, therefore, robserved > rtable ($0.440 > 0.279$); it means that H_a was accepted, or there is a significant correlation. The writer also found that 19.36% students' reading comprehension of the tenth grade students at State Senior High School 2 Pekanbaru influenced by their vocabulary mastery. Then, the other 80.64% was influenced by other factors.

Keywords: *Correlation, Vocabulary Mastery, Reading Comprehension, Descriptive Text.*

ABSTRAK

Nadya Aprilia (2019)

Korelasi antara Penguasaan Kosakata Siswa dan Pemahaman Membaca Mereka dalam Teks Deskriptif di SMA Negeri 2 Pekanbaru

Berdasarkan penelitian pendahuluan, ditemukan bahwa penguasaan kosakata siswa tidak baik di sekolah. Kemudian, mempertimbangkan beberapa faktor yang mempengaruhi kosa kata, juga ditemukan bahwa mereka masih memiliki kesalahan untuk menggunakan kata-kata konten, terdiri dari kata benda, kata kerja, kata sifat, dan kata keterangan. Dan kata fungsi, terdiri dari kata depan, artikel, dan kata ganti. Jadi, penelitian ini bertujuan untuk mengetahui hubungan antara penguasaan kosakata siswa dan pemahaman bacaan mereka dalam teks deskriptif di SMA Negeri 2 Pekanbaru. Penelitian ini adalah penelitian korelasional. Ada dua tes yang digunakan dalam mengumpulkan data untuk penelitian ini: tes kosakata dan tes membaca pemahaman. Populasi penelitian ini adalah 322 siswa. Kemudian, dalam mengambil sampel, peneliti menggunakan simple random sampling dan memilih 36 siswa dari semua kelas. Untuk mengumpulkan data, peneliti menggunakan tes pilihan ganda. Dengan menggunakan rumus momen produk melalui SPSS 21.0 dalam menganalisis data, skor rata-rata penguasaan kosakata siswa adalah 80 dikategorikan sebagai tingkat yang sangat baik. Di sisi lain, nilai rata-rata pemahaman membaca siswa adalah 76 dikategorikan sebagai tingkat yang baik. Hasil analisis data ini menunjukkan bahwa $r_{observed}$ adalah 0,440. Dengan derajat signifikansi 5%, skor r_{table} yang diperoleh adalah 0,279, oleh karena itu, $r_{observed} > r_{table}$ ($0,440 > 0,279$); itu berarti H_0 diterima, atau ada korelasi yang signifikan. Penulis juga menemukan bahwa 19,36% pemahaman membaca siswa tentang siswa kelas sepuluh di SMA Negeri 2 Pekanbaru dipengaruhi oleh penguasaan kosakata mereka. Kemudian, 80,64% lainnya dipengaruhi oleh faktor lain.

Kata kunci: *Korelasi, Penguasaan Kosakata, Pemahaman Membaca, Teks Deskriptif.*

ملخص

نديا أبريليا، (٢٠١٩): الارتباط بين استيعاب المفردات لدى التلاميذ وفهم القراءة لديهم في النصوص الوصفية في المدرسة الثانوية الحكومية ٢ بكنبارو

ومع ذلك، بناءً على البحث التمهيدي، وجد أن استيعاب المفردات لدى التلاميذ لم يكن جيدًا في المدرسة. ثم وبالنظر إلى العديد من العوامل التي تؤثر على المفردات، وُجد أيضًا أنه لا مجال لديهم أخطاء في استخدام كلمات المحتوى، التي تتكون من الأسماء والأفعال والصفات والظروف. والكلمات الدالة، تتكون من حروف الجر والمقالات والضمائر. لذا، يهدف هذا البحث إلى معرفة الارتباط بين استيعاب المفردات لدى التلاميذ وفهم القراءة لديهم في النصوص الوصفية في المدرسة الثانوية الحكومية 2 بكنبارو. هذا البحث بحث ارتباطي. يوجد نوعان من الاختبارات المستخدمة في جمع البيانات لهذا البحث: اختبار المفردات واختبار فهم القراءة. مجتمعت هذا البحث 322 تلميذا. بعد ذلك، في أخذ العينات، استخدمت الباحثة عينة العشوائية البسيطة واختار 36 تلميذا من جميع الفصول. لجمع البيانات، استخدمت الباحثة الاختيار المتعدد. باستخدام صيغة لحظة المنتج من خلال البرنامج الإحصائي للعلوم الاجتماعية 21.0 في تحليل البيانات، فإن نتيجة المعدل استيعاب المفردات لدى التلاميذ هو 80 مصنفاً على أنه مستوى جيد جداً. من ناحية أخرى، تم تصنيف نتيجة المعدل فهم القراءة لدى التلاميذ 76 على أنه مستوى جيد. خلص تحليل البيانات إلى $r = 0.440$. بالملاحظة كان 0.440 . بمستوى دلالة قدره 5 %، كانت النتيجة r الجدول التي تم الحصول عليها 0.279 ، وبالتالي، r الملاحظة $r < 0.279$ الجدول $(0.279 < 0.440)$ ؛ هذا يعني أن H_a مقبول أو أن يوجد ارتباط كبير. وجدت الباحثة أيضًا أن 19.36 % من فهم القراءة لدى التلاميذ في الصف العاشر في المدرسة الثانوية الحكومية 2 بكنبارو قد تأثر باستيعاب المفردات. ثم، 80.64 % أخرى تتأثر بعوامل أخرى.

الكلمات الأساسية: الارتباط، استيعاب المفردات، فهم القراءة، النصوص الوصفية.



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CURRICULUM VITAE

State Islamic University of Sultan Syarif Kasim Riau

UIN SUSKA RIAU

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CHAPTER I

INTRODUCTION

A. Background

According to Broughton (1980) reading is a complex skill, that is to say that it involves a whole series of lesser skills. For most of the learners, reading is the most important skill to master that is to build knowledge from the information they read. When students read the text, the cognitive action should work together to create the meaning and to carry out information. In line with the statements above, Dorn and Soffos in Nurdiana and Amelia (2017), reading is a complex process involving a network of cognitive actions that work together to construct meaning. People read a text to get the knowledge requires the reader to identify the printed words and sentences from beginning to end. The reader will be successful in reading if they can identify the meaning to get information. In relation to the statement above, Moirellon (2007) said that reading is making meaning from print or from visual information.

Hornby (1995, p.461) vocabulary means total of words in language. Vocabulary is very important in the implementation of language and no language exists without words, the more words we learn, the more ideas we should have, so we can communicate the ideas more effectively. In addition, the definition of vocabulary mentioned by Richards (2002, p.4) that vocabulary is one of the most obvious components of language and one of the first things applied linguistics turned their attention to.



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Schmitt(2000) states that vocabulary knowledge gives a large deal to whole language success such as for reading, listening, speaking and writing, grammatical accuracy, sociolinguistic appropriateness, and language fluency. It can be impossible when people want to master language without vocabulary. Therefore, to get many vocabularies is needed many practices, such as by reading magazine or newspaper, watching films, listening to the music, etc. However, from those practices, the large contribution in getting vocabulary is by reading as Norbert Schmitt states that reading is a key to vocabulary improvement.

By reading, students can get new vocabulary or they can practice to apply the vocabulary which they got. It means that vocabulary knowledge is a major component in the language learning/acquisition process and can no longer be disregarded in language acquisition research. Foreign language learners in general including EFL learners in general are conscious that restrictions in their lexical knowledge are a major cause of communication problems. It is also supported by Kumaravadivelu (2010) there are four language competences in order to master English; those are grammatical competences, sociolinguistic competences, discourse competences, and strategic competences. All of the competences are important in mastering English.

Those are language competences that should be mastered by people in learning language. However, from those competences, the writer will focus on grammatical competences especially mastery vocabulary.



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Vocabulary, as one of the grammatical competences, can be taught in any level of the study. Most students foreign language are usually taught vocabulary and how to sound it at the first time.

Hoover & Gough (1990) stated that reading comprehension is differs from language comprehension because of the reliance on print, as opposed to oral language, to perceive the words and derive meaning. In other words, language comprehension becomes reading comprehension when word meaning is derived from print. It is possible to have strong language comprehension and still be a poor reader if there is difficulty with decoding.

In this era there are some of students in Indonesia difficult to comprehend their reading. Elwer (2014) said that there are some students do not understand what they read, it means that the students have difficulties in reading comprehension. According to Blachowics & Ogie (2008) many children have not had experiences that make them “love” reading. It means that for these children who are not as interested in reading as those describe above, they need to take time to help link their interests to reading is even more important. And actually in reading text, the students should understand and comprehension their reading text. It is also supported by McNamara (2012) has explained that comprehension is not always effortless and fast, of course. When beginning readers struggle over individual words, reading is slowed to a near halt and deeper levels of comprehension are seriously compromised.

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Reading comprehension and vocabulary mastery have a strong relationship. It is in line with Sedita in Furqon (2005) who states that vocabulary knowledge is crucial in reading comprehension and determining how well students are in comprehending the texts. In the regard to this matter, this study attempts to find out the ability of students' reading comprehension, students' vocabulary mastery and the correlation between students' reading comprehension and their vocabulary mastery. After knowing the correlation, teachers are expected to be able to choose appropriate strategies to teach their students. This study is also expected to give significant contribution to others, especially English teachers and future researchers. When the teachers know the correlation between vocabulary mastery and reading comprehension, it may help them to figure out some appropriate strategies in order to help their students to comprehend the texts.

State Senior High School 2 Pekanbaru is one of State Senior High School in Pekanbaru. English is served as a compulsory subject in this school that is taught twice in a week. With 90 minutes for each meeting, which means 180 minutes in a week. According the curriculum 13 of Culture (2016) in State Senior High School 2 Pekanbaru, the aims of learning English is to develop the students' potential to have the communicative competence in interpersonal, transactional, and functional text by using kind of the English texts in spoken and written. This means



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that the student is expected to develop vocabulary mastery as to develop their communicative competence.

However, based on the curriculum above, vocabulary is one of that important things that every students in State Senior High School 2 Pekanbaru should masters, if the students are not able to master about components of English, especially in reading as stated in the curriculum 2013, it means that the learning process of English is not effective and successful.

Reaching the students' passing grade in English subject, 78 points. Their ability does not achieve as what the curriculum requires. The problems appear to be in English learning.

Based on the writer preliminary observation in State Senior High School 2 Pekanbaru, especially in first grade the writer found some phenomena as follows:

1. Some of students lack of in vocabulary mastery.
2. Some of students could not put or could not understand the vocabulary in the context of the sentences.
3. Some of students lack of confident in vocabulary mastery.
4. Some of students lack of reading comprehension.

Based on the phenomena the researcher want to find out whether or not there is a positive correlation between students' vocabulary mastery and their reading comprehension in descriptive text. The writer carried out this research entitled **"The Correlation between Students' Vocabulary**

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Mastery and Their Reading Comprehension in Descriptive Text at State Senior High School 2 Pekanbaru.

B. Problem

1. Identification of the problem

Seeing that background of the study, the writer identifies the problem such as:

- a. Students could not put or could not understand the vocabulary in the context of the sentences.
- b. Students had less motivation to read because they assume that reading English text is difficult.
- c. Students who had many vocabulary could comprehend the descriptive text; and students who had a few of vocabulary could not comprehend the descriptive text.
- d. It is supposed that students who had many vocabulary could comprehend the descriptive text, but in fact they got bad score in reading descriptive text. Otherwise, there were some students who had a few of vocabulary could comprehend the descriptive text.
- e. There is a probability of correlation between students' vocabulary and their reading comprehension of descriptive text.

2. Limitation of the problem

In order to become more effective in doing the research, therefore the researcher limits the study by focusing on the correlation between students' vocabulary mastery and their reading

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comprehension at State Senior High School 2 Pekanbaru. Based on Fromkin, Rodman, and Hyams (2003:73-74) classify words in a language in to two terms. They are content words, consists of noun, verb, adjective, and adverb. And function words, it consists of preposition, article, and pronoun.

3. Formulation Of The Problem

This research can be formulated in the following research questions:

1. How is the students' vocabulary mastery of the first grade at State Senior High School 2 Pekanbaru?
2. How is the students' reading comprehension in descriptive text of the first grade at State Senior High School 2 Pekanbaru?
3. Is there any significant correlation between students' vocabulary mastery and their reading comprehension in descriptive text of the first grade at State Senior High School 2 Pekanbaru?

C. Objective and Significance of the Research

1. Objective of the Research

- a. To know students vocabulary mastery of the first grade at State Senior High School 2 Pekanbaru.
- b. To know students reading comprehension in descriptive text of the first grade at State Senior High School 2 Pekanbaru.

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- c. To know there any significant correlation between students' vocabulary mastery and their reading comprehension in descriptive text of the first grade at State Senior High School 2 Pekanbaru.

2. Significance of the Research

These research activities are significantly carried out for the following needs:

- a. Hopefully, this research is able to benefit writer as novice a researchers, especially in learning how to conduct a research.
- b. These research findings are expected to be useful and valuable, especially for students and teachers of English at the tenth grade of State Senior High School 2 Pekanbaru for their future learning process.
- c. Besides, these research findings are also expected to be positive and valuable information, especially for those who are concerned in the world of teaching and learning English as a foreign or second language.
- d. Finally, these research findings are also expected to be the practical and theoretical information to development of theories on language teaching.

D. Reason for Choosing the Title

There are some reason why the researcher is interested in carrying out this research. The reasons as follows:

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1. The title research is relevant with the researcher's status as a students of English Education Department.
2. The title of this research is not yet investigated by any other researchers.
3. The location of the research facilitates the researcher to conduct the research.

E. Definition of Term

In order to avoid misinterpretation and misunderstanding in reading this paper, the definitions of the term used in this research, given as follows:

1. Correlation

Correlation is the connection between two things in which one thing changes as the other does (Oxford University Press, 2003: 94). Concur with it, correlation defines as a statistical test to determine the tendency or pattern of two (or more) variables or two sets of data to vary consistently (Creswell, 2012 p. 338). It means that correlation is to connecting between first paragraph with second paragraph and the goal is to test the tendency between two (or more) variables. Correlational studies should always discuss evidence for the reliability and validity of their measures. If no evidence of reliability or validity is provided or available, the results of the study may be suspect (Katherine, 2010 p.281).

2. Vocabulary

According to Norbert Schmitt (1997) vocabulary is one of the most important elements in a language. To speak the language well

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needs to master it. No matter how well you learn grammar, how successfully the sound of the foreign language just cannot happen in any meaningful way. It means that mastering vocabulary is not easy yet other aspects of the language are considered as sound, and structure.

3. Reading Comprehension

Jannette (2007, p.2) pointed out that reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading. In this research, reading comprehension means a process of understanding the text, especially in descriptive text. In order to get information and the meaning of the text of the Tenth Grade Students at State Senior High School 2 Pekanbaru.

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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. An Overview of Reading

a. Definition of Reading

Reading is one of the key skills in language learning. It is reinforced the skills students acquire in speaking, listening, and writing. On the other hand, it really isn't enough just to put a book or short text in front of students and ask them to read, whether silently or out loud.

According to Broughton (1980), reading is a complex skill, that is to say that it involves a whole series of lesser skills. For most of the learners, reading is the most important skill to master that is to build knowledge from the information they read. When students read the text, the cognitive action should work together to create the meaning and to carry out information. In line with the statements above, Dorn and Soffos in Nurdiana and Amelia (2017), reading is a complex process involving a network of cognitive actions that work together to construct meaning. People read a text to get the knowledge requires the reader to identify the printed words and sentences from beginning to end. The reader will be successful in reading if they can identify the meaning to get information.

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In relation to the statement above, Moirellon (2007) said that reading is making meaning from print or from visual information.

Reading is one important skill for foreign language learners that should be done in learning English include in Indonesia. Reading is a process where there is an interaction between teachers and students to get information based on the text. At senior high school, the reading class is needed to help students to be able to read English text and increase their vocabulary. It does not only deal with printed language, but also comprehend what they read.

Finally, reading is an activity with a purpose that requires comprehension. The purpose of reading is to guide the reader's in selecting the text. It means that through reading the reader will get the information and general comprehension based on what the text they read.

b. The Importance of Reading

There are some reasons why reading is important to get students to read especially reading English text. Goodman in Burt, Peyton, and Adam (2003) states that it is important to learn reading since it (1) helps people learn to think new language, (2) helps people build better vocabulary, (3) helps people more comfortable with written English, (4) can helps people plan to study in English. Reading not only helps us in the reading ability but also helps us at

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the other skills to. From the benefits of reading above, those benefits will help the students a lot in their life then.

On the other hand, Harrison (2004) states that the importance of reading is not only related to the development of knowledge but also related to people thinking capability. This capability will be the basic development of emotional, moral, and verbal intelligence. Moreover, these developments determine what kind of person people would be. Therefore, reading is important for students both to develop their knowledge and develop the way they think related to the development of moral, emotion, as well as verbal intelligence.

2. An Overview of Reading Comprehension

a. The Concept of Reading Comprehension

When we read a story or text, we employ our previous knowledge as we approach the process of comprehension, and we deploy a range of receptive skills that will be determined by our reading purpose. In reading, we try to understand and get the point of main idea in the text.

The main purpose of reading is to seek and obtain information, covers the content, understand the meaning in the passage. The meaning is very closely related to the purpose, or our intensive reading. Anderson in Tarigan (1979,p.9-10) stated that there are some purposes in reading such as reading for details for

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fact, reading for main idea, reading for sequence or organization, reading for inference, reading for classify, and reading for evaluate.

Comprehension is multi component that involves many interactions between reader and what they brings to the text, as well as variable related to text itself. According to Jannette (2007, p.2) reading comprehension is the process of constructing meaning by coordinating a number of complex processes each words, that whole words that include in sentence.

According to Hamra (2010) comprehension decodes or associates meaning with the symbols that comprise the word. Reading requires interpretation and thinking. The goal of reading is to comprehend meaning. It means, comprehension depends on the ability to get individual word meanings. Good readers have to learn to interpret word meanings according to the context.

Richard (1997, p.306-307) point out that reading comprehension perceives a written text in order to understand the content. It is the ability to understand and to find out the information presented in written form even the information is explicitly stated or not in a passage. In reading comprehension, the reader interacts with the message in the text to generate an understanding of writer's message.

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According to Mc. Namara (2007, p.111) reading comprehension is a product of complex interaction between the properties of the text and what the text they read. Furthermore, Paris and Stahl (2005, p.86) stated that good comprehension is indicated not so much by How many Proposition are reproduced from a text, but which ones in significant detail can be neglected.

b. The Process in Reading Comprehension

Reading comprehension involves more than readers' responses to the text. Reading comprehension is a multicomponent, high complex that involves interaction between readers and what they bring to read related to their interested and prior knowledge. According to Irwin in Jannette (2007, p.8) there are five basic comprehension that work together one another:

- 1) Micro processes ; it refers to the readers' grouping words into phrases or cluster of word that curry meaning, and require an understanding of syntax as well as vocabulary.
- 2) Macro processes ; ideas are better understood and more easily remembered when the reader is able to recognize them in a coherent way. The reader does this by summarizing the key idea read. They select the most important information to remember and delete relatively less important details.

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- 3) Interactive process ; integrative process is individuals understanding and inferring the relationship among classes. Sub skills involved in integrative processing include being able to identify and understand pronoun references and being able infer causation or sequence.
- 4) Elaborative process ; when we read, we tap into our prior knowledge and make inference beyond point described explicitly in the text. This elaborative process is related in making inference not necessarily intended by author. For instance, we may take a prediction about what might happen, or we may think about how information related to the something similar we have experienced.
- 5) Metacognitive process ; the reader involve in monitoring understanding, selecting what to remember, and regulating the strategies used when reading. The reader use include rehearsing, reviewing, understanding, underling, note taking and checking understanding.

c. Some Factors that Influence Reading Comprehension

According to Tankersley (2005), the following four important factors that influence reading comprehension:

- 1) Command of the linguistic structure of the text. It means that the readers need to know how to decode text quickly and draw meaning from the text.

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- 2) Adequate vocabulary in the content area. It means that a good vocabulary enables readers to process words automatically while reading.
- 3) Degree of metacognitive control of the text. It means that readers must know how to self-monitor and reflect on their level of understanding during the act of reading.
- 4) Adequate domain knowledge. It means that background knowledge helps us to connect to the text that we are reading. Without do it, we will derive little meaning from it. And also without meaning, it is not comprehension can result.

d. Components of Reading Comprehension

According to King and Stanley in Amelia and Nurdiana (2017), the components of reading comprehension are as follows:

1) Finding main idea

Recognition of the main idea of a paragraph is very important because it helps the readers not only understand the paragraph on the first reading, but also help to remember the content later. Reader not only comprehends the idea in the text but also the relative significance as expressed by the writer.

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2) Finding factual information

Factual information requires students to scan specific details. The reader must be recognizing factual information and able to find detail information such as person, place, event and time.

3) Finding the meaning of vocabulary

It means that the readers should be able to guess the meaning of unfamiliar word in the paragraph or sentence which they read.

4) Identifying reference

Recognizing reference words and being able to identify the word to which they refer to will help the reader understand the reading passage. Reference words are usually short and very frequently pronouns, such as; she, he, it, they, this, etc.

5) Making inference

Inference is a skill where the reader has to able to read between the lines.

e. Types of Reading Comprehension

Grabe & Stoller (2002) define comprehension as processing words, forming a representation of general main ideas and integrating it into a new understanding. It suggests that comprehension is achieved when a reader successfully extracts the useful knowledge from a text and constructs it into a new

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understanding of their own. Furthermore Day and Park (2005) also propose several types of comprehension, as follows.

- 1) Literal comprehension is to have a straightforward understanding meaning of a text, such as vocabularies and facts, which is not explicated in that text.
- 2) Inferential comprehension is to conclude information from a text and build new information which is not explicitly stated in text.
- 3) Reorganization is rearranging information from various parts of a text in order to get new information.
- 4) Predictive comprehension is integrating reader's understanding of a text and their own knowledge about that text in order to determine what might happen next or after it is finished.
- 5) Evaluative comprehension is like inferential comprehension the difference is that evaluative comprehension requires readers' comprehensive judgment about some aspects in a text and ability to redevelop an understanding by using related issues.
- 6) Appreciative or personal comprehension is reading in order to gain an emotional or other value response from a text, and it demands reader to respond a text also with their feelings.

From the definitions above, reading comprehension refers to the understanding of what has been read. Comprehension is a thinking process that depends not only on the comprehension

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skills but also on the readers' experience and background knowledge.

f. Descriptive text**1) The General Concept of Descriptive Text**

According to Anderson (1998,p.26) stated that a factual description describes a particular person, place, or thing, for instance, description of a particular building, specific animal, particular place, and specific person. It means that descriptive text is one of genres in reading selection that is learned by students either at junior high school or senior high school. There are some definition regarding the descriptive text.

Frank (1997, p. 123) also explain that descriptive is basically embedded in the word description are two words: *scribe*, meaning "to write" and *de*, meaning "down" or "about". There is a hint in the etymology of the word description that something is being traced or drawn, that in describing you will follow the outline of an object visually and then write it down or "draw" it in words. The word "draw" is not an accidental association. Many writers have likened the process of describing to that of painting.

Furthermore, according to Miller (1993,pp. 41-42) he said that in descriptive text there consists of some words, standing

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alone, may seem neutral (neither good nor bad) but in context with other words, or in a sentence, take on a connotative meaning.

From some expert we can concluded that description is the pattern used to convey what you have sensed, what you have seen, heard, smelled, felt, and tasted. Therefore, the purpose of description is to present the reader with a picture of person, subject, or setting. Although description is sometimes used alone, it more often appears in connection with one of the other types of writing exposition, narration, or persuasion.

In sump up, the purpose of descriptive is to tell about the subject by describing its features without including personal opinion. The aim description is to enable the reader what something looks like. It attempts to paint a picture with words. In this sense, the description also attempts to put the reader directly in touch with the physical world within the readers' senses. Description helps the readers visualize a scene or a person and understand the related sensation or an emotion.

2) Kinds of Descriptive Text

According to Wardiman, Et al (2008 p.16), the generic structure of descriptive text has two organization, they are:

- a) Introduction is the part of paragraph that introduces the character or identifies phenomenon that is described.

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- b) Description is the part of paragraph that describes the characters, parts, and qualities.

Meanwhile, Bailey (2009 p.3) states that language features in descriptive text focus on specific participants, use of attributive and identifying processes, frequent use classifiers in nominal groups and use of the simple present tense.

From all explanation above, it can be summarized that characteristic of descriptive text is focused only on the aspects that add something to the main purpose of the description. The aspect focuses on key details, controlling verbs and specific nouns. It makes the reader see what we have described.

In line with Knapp and Watkins (2005 p.98-100), there are some grammatical features of descriptive text as follows:

- i. The descriptive writing uses the present tense in terms of describing things from a technical or factual point of view.
- ii. In terms of literary description, the past tense may be used.

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- iii. To classify or describe appearance/qualities and parts of phenomena relational verbs (to be: is, are, has, have) are used.
- iv. Descriptive text uses action verbs in terms of describing behavior/uses.
- v. The descriptive text uses actions verbs metaphorically to create effect, particularly in literary and commonsense descriptions.
- vi. The descriptive text uses mental verbs in terms of describing feelings in literary description.
- vii. To modify or give information to nouns and technical, every day or literary, depending on the text, adjective are used.
- viii. To modify or add information to verbs to give more detailed description, adverbs are used.
- ix. Adverbial phrases are used in descriptive text which intends to modify or give more information about manner, place, or time.
- x. Sentences and paragraph are thematically related to the topic of description.
- xi. Personal and literary descriptions commonly cope with and associate with individual things.

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- xii. Technical descriptions commonly cope with associate with classes of things, instead of individual things.

In conclusion, the grammatical features play significant role to sustain in producing a good description. For instance, through specific participant, it tells the readers exactly participant. Next, the use of adjective, it is relatively necessary to describe the characteristic and the phenomenon in order to get a vivid image. Hence, all of the grammatical features are conveyed to construct vividly description.

3) The Purpose of Descriptive Text

According to Fine (2006, p.103) each kind of text has the purpose itself, includes descriptive text. To know the purposes of descriptive text are important for students. There are some purposes of descriptive text:

- a. Can entertain readers, it can be found in newspaper, magazine, novel, etc.
- b. Can convey feelings or express the emotions.
- c. Can relate experience and share everything they see or hear about place, people, etc.
- d. Can inform something because it is described in detail.

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e. Can persuade someone, because when something or someone is described in well description, it can move reader's emotions to do a particular way for instance in advertisements.

4) Structure of Descriptive text

Ploeger (2000 p.247) mentions that the structure of description text consist of some parts that are presented in table

1.1 below:

Table II.1
Structure of Descriptive Paragraph

No.	Parts	Description
1.	Topic Sentence	Is it the topic and approach containing the summary of the content of the writing which is describe in physical terms
2.	Generalization	It is the brief description of one physical aspect of the topic which is describes in a logical sequence.
3.	Detail	It is the full information which support the generalization of which forms may be in examples, facts, statistics, behavior, description, etc. its aim is to create a vivid picture in the reader's mind.
4	Concluding Sentence	It is the end of the paragraph, which may link to the subsequent paragraph.

The table above reveals the structure of the descriptive paragraph which is respectively started from topic sentence which tells about the summary of the content of the descriptive paragraph and then it goes on the generalization or the short description of the content of the descriptive paragraph, which then it is supported with details or the information either in the form of the examples, statistics, events, behavior that may provide a picture to the reader's mind, and the last

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part is concluding sentence which close the paragraph that may link to the other following paragraphs.

Moreover, Knapp and Watkins (2005 p.100) states that the structure of descriptive text include some processes. First, naming the things that will be described, next classifying them, and then supporting them with attributes, behaviors, functions, and so on.

Meanwhile, Wardiman et al. (2008 p.100) mentions that the structure of descriptive text into two as follows:

- a) Identification which identifies the phenomenon to be described of things, person, animals and so on.
- b) Description which describes the parts, qualities, and the characteristics of the things, person, animals, and so on.

3. Vocabulary Mastery

a. The Concept of Vocabulary Mastery

According to Huyen (2003, p. 4) vocabulary is very important in learning English particularly in reading comprehension. The main reason for this are: First, vocabulary is used as the main tool to understand forms, phrases, sentences, and words itself in texts. Therefore, in order to communicate well a foreign language, students should acquire an adequate number of words and should know how to use them accurately.

Mastery is the understanding of a particular thing (Hornby, 2000, p.822). Richards, et al (1992, p.221), also explain that mastery learning

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is an individualized and diagnostic approach in teach in which students proceed with studying and testing at their own rate in order to achieve a prescribed level of success. In this study, mastery means the students' skill or knowledge in having vocabulary.

Hornby (1995, p.461) vocabulary means total of words in language. Vocabulary is very important in the implementation of language and no language exists words, the more words we learn, the more ideas we should have, so we can communicate the ideas more effectively. In addition, the definition of vocabulary mentioned by Richards (2002, p.4) that vocabulary is one of the most obvious components of language and one of the first things applied linguistic turned their attention to.

Based on definition above, vocabulary is one of components of language that must be learnt first by learners. It is going to help the learner in learning English well. In line with Sedita in Furqon (2005) who states that vocabulary knowledge is crucial in reading comprehension and determining how well students are in comprehending the texts. It means that reading comprehension and vocabulary mastery have a strong relationship.

In learning language, there are four skills that we should have. They are: reading, listening, speaking, and writing. It means, all of the language skills are concerned with words, so that the students need more vocabularies to study about words in order to master the four

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language skills. According to Braves (in Agustina 2008, p.7) there are six stages involved in learning words. They are follows:

- 1) Learning to read to know words
- 2) Learning new meaning to know words
- 3) Learning new words that represent known concept
- 4) Learning new words that represent new concept
- 5) Classifying and enriching the meaning of known words
- 6) Moving words from receptive to the expressive vocabulary

Rinsky (2000, p.31) states that there are five ways in building vocabulary, namely:

- a) Recognize the importance of vocabulary to learn to use context efficiently
- b) Use the word parts (prefixes, suffixes, and roots) you already know and apply them to unknown words. Learn additional common word parts
- c) Develop a systematic way of you own to collect words you read and hear but whose meaning is unclear
- d) Use the dictionary routinely to help you pronounce words and understand their meaning
- e) Use the thesaurus to find synonyms and antonyms

From the statements above, it can be said that vocabulary mastery is great knowledge of the students about vocabulary. They will also use their own rate in mastering vocabulary itself.

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b. Students' Vocabulary Mastery

Mastery is comprehensive knowledge or use of a subject or instrument. Mastery derived from the word 'master', which means to become skilled or proficient in the use of, to gain complete knowledge through understanding.

Vocabulary mastery is competence to know words and meaning. Nation proposes the following list of the different kinds of knowledge that a person must master in order to know a word are (Lubis 2017 p.10):

- 1) The meaning of the word
- 2) The written form of the word
- 3) The spoken form of the word
- 4) The grammatical behavior of the word
- 5) The collocations of the word
- 6) The register of the word
- 7) The associations of the word
- 8) The frequency of the word

Vocabulary mastery is one of the factors to master English as foreign language. It means that the students have the ability in understanding and using the word and meaning. The larger vocabulary the students master, the better they perform their language. By having a limited vocabulary, the students will find difficulties in mastering English skill. By mastering vocabulary, they can shape their English and think that English as one of their subjects at school. So that they

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can use their English in order to communicate to other people from other countries. By having knowledge of what the purpose are, the mastery of vocabulary could be arranged or designed to reach the goals. The environment support students in learning English vocabulary (Syarifudin, p. 2).

c. Kinds of Vocabulary

According to Kamil and Hiebert (2005 p.3), there are two kinds of vocabulary. They are productive and receptive vocabulary.

- 1) The productive vocabulary is the words that are familiar or easy to recognize and these are often used by an individual, particular in writing and speaking.
- 2) The receptive vocabulary is the words that are less familiar to students as well as are considered being less to be used or the students may not use these spontaneous for they may recognize the words' meaning as they are reading and listening.

Moreover, Kamil and Hiebert (2005 p.3) also mention other kinds of vocabulary beside productive and receptive vocabulary. In this case, the oral vocabulary refers to the words that their meanings are known in speaking or reading orally, whereas the print vocabulary is, considered as the words of which their meanings, known in writing or reading silently.

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According to Fromkin, Rodman, and Hyams (2003 p.73-74) classify words in a language in to two terms. They are:

- a) Content word is the word used to express or describe things such as actions, object, attributes and ideas. It consists of noun, verb, adjective, and adverb.
- b) Function word is a word that does not have clear concepts or meaning related to the word and it is only used in terms of grammatical function. It consists of preposition, article, and pronoun.

According to Radford et al (2009 p.129-132) divide words into two categories, lexical categories and functional categories. In terms of lexical categories, word is divided into five word classes comprising noun, verb, adjective, adverb, and preposition. A noun is the word referring to object that may be in the forms of concrete object and abstract object. Meanwhile, verb is the word commonly refers to activities. Next, adjective is the word that typically refers to properties which belongs to people or things and its function is to modify a noun. Then, adverb is the word commonly used to modify a verb, adjective or another adverb. It indicates the way, the time, or the reason something happened. Finally, the word commonly used to connect objects, people or events in space or time is called preposition.

Based on the description stated above, vocabulary is categorized or kind of vocabulary such as function word, substitute words, words

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and content words based on the division of the language skills. In this case, the productive vocabulary and the receptive vocabulary are important vocabulary that we use because the productive vocabulary is associated with the productive language skills comprising speaking and writing skills, whereas the receptive vocabulary is associated with the receptive skills which consist of listening and reading.

According to Thornburry (2002) stated that the other important aspect in vocabulary is the meaning of the words. One word has relation to other words. Categories such as follows:

i. Synonym

Synonyms are words that share a similar meaning. For example:

Smart = Intelligent

Beautiful = Pretty

ii. Antonym

Antonyms are words with the opposite meaning. For example:

Young X Old

Big X Small

Black X White

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iii. Homonym

Homonyms are words with the same spelling (called homographs) or pronunciation (called homophones) but with a different meaning. For Example:

Hoarse (sound)	X	Horse (animal)
Can (be able to)	X	Can (container)

B. Relevant Research

A research was conducted by Elfitri Yani (2013), entitled The Correlation Between Vocabulary Mastery And Reading Ability on Narrative Text at The Second Year Students of SMPN 3 Kampar. As a conclusion, the amount of the value of r_{xy} is 1,195 higher than in r table on the degree of freedom of 5% and 1% ($1.195 > 0.418 > 0.325$). Based on the data analysis it can be concluded that the existence of significant influence between the mastery of vocabulary and reading ability of narrative text the students of second grade of SMPN 3 Kampar.

Another research was conducted by Siti Fatimah (2014), entitled The Correlation between Students' Mastery in Vocabulary and Their Reading Comprehension Skill of Descriptive Text at MTs Syamsul Ulum Sukabumi. Therefore, the data were in the form of students' scores of both tests. Since the study was correlational method, the data were computed statistically by using Pearson Product Moment. Furthermore, the result of coefficient correlation (r_o) was 0.74. Since those results were computed, it indicated that vocabulary has great contribution to reading comprehension

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of descriptive text. Therefore, there was significant correlation between students' mastery in vocabulary and their reading comprehension of descriptive text.

In conclusion, the similarity of this research with the research above is correlating the students' vocabulary mastery and the differences with that are the variable of the research. Those research focus on students' reading ability but this research focus on students' reading comprehension and also the sample of this research have a different place and different students.

C. Operational Concept

Operational concept is a concept used to give an explanation about theoretical framework and avoid misinterpretation and misunderstanding of this research. Syafi'i (2011) said that operational concepts are concluded from related theoretical concepts on all of the variables that should be practically and empirically operated in an academic writing a research paper.

1. Variable X (students' vocabulary mastery)

By combining explanation from several references stated before, they are from Fromkin, Rodman, and Hyams (2003), Kamil and Hiebert (2005), and Thornburry (2002) the writer defines the indicators of students' vocabulary mastery as follows:

- a. The students are able to master the content word, consists of noun, verb, adjective, and adverb

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- b. The students are able to master the function words, it consists of preposition, article, and pronoun
- c. The students are able to use appropriate choice of word
- d. The students are able to find the synonym and antonym of words

2. Variable Y (Reading Comprehension in descriptive text)

Based on English subject syllabus in 2013 curriculum, King and Stanley in Amelia and Nurdiana (2017) and Fine (2006, p.103) the indicators to define reading comprehension on descriptive text as follows:

- a. The students are able to find the main idea in descriptive text
- b. The students are able to finding factual information in descriptive text
- c. The students are able to know the purpose in descriptive text
- d. The students are able to identify the meaning of vocabulary in descriptive text
- e. The students are able to making inference in descriptive text
- f. The students are able to identify reference in descriptive text

D. Assumption and Hypothesis

1. The Assumption

Before constructing the hypothesis, the writer would like to offer assumption that the students' vocabulary mastery will influence their comprehension in reading descriptive text.



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2. The Hypothesis

Based on the assumptions above the writer formulates two hypotheses as follows:

Ha: There is significant correlation between students' vocabulary mastery and their reading comprehension in descriptive text at the tenth grade students of State Senior High School 2 Pekanbaru.

Ho: There is no significant correlation between students' vocabulary mastery and their reading comprehension in descriptive text at the tenth grade students of State Senior High School 2 Pekanbaru.

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CHAPTER III

METHOD OF THE RESEARCH

A. Design of the Research

The writer used quantitative approach to conduct the research. The purpose of using quantitative is to measure the level of students' vocabulary mastery and their reading comprehension in descriptive text. The research method used in this research is correlational design, because it correlates two variables of the data which were the correlation between student's vocabulary mastery and their reading comprehension in descriptive text.

Correlation research method is a quantitative approach. According to Creswell (2012) defines a correlation as a statistical test to determine the tendency or pattern for two (or more) variables or two sets of data to vary consistently. There are two variables investigated in this study, where the independent variable is students' vocabulary mastery (X) and the dependent variable is reading comprehension in descriptive text (Y).

B. Time and Location of the Research

1. Time of the Research

This research was conducted on 27 July 2019.

2. Location of the Research

This research was conducted at State Senior High School 2 Pekanbaru on Jl. Nusa Indah Kecamatan Payung Sekaki No. 4 Pekanbaru.

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C. Subject and Object of the Research

1. Subject of the Research

The subject of this research was the tenth grade students of State Senior High School 2 Pekanbaru in the academic year 2017/2018.

2. Object of the Research

The object of this research was the students' vocabulary mastery and their reading comprehension of descriptive text.

D. Population and Sample of the Research

1. Population of the Research

Population of this research was the tenth grade students of State Senior High School 2 Pekanbaru in the academic year 2017/2018. There are nine classes. The population of the research can be seen as follows:

Table III.1
Population of the Research

No.	Class	Number Of Students
1	X Science 1	36
2	X Science 2	36
3	X Science 3	36
4	X Science 4	36
5	X Science 5	36
6	X Social 1	34
7	X Social 2	36
8	X Social 3	36
9	X Social 4	36
Population		322

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2. Sample of the Research

According to Creswell (2012), the sample of correlational research (sample size) is 30 persons. The research used simple random sampling to take the sample. A simple random sample is one in which each and every member of the population has an equal and independent chance of being selected. If the sample is large, this method is the best way yet devised to obtain a sample representative of the population of interest (Fraenkel, 1932. p. 94).

So, the research took 4 students as the sample or 11 % of total population. To take the sample from each classes, the researcher used lottery technique, by rolling a piece of paper contained number 1-4. The one who got the number could be the sample.

Table III.2
Sample of the Research

No.	Class	Students	Sample
1	X Science 1	36	4
2	X Science 2	36	4
3	X Science 3	36	4
4	X Science 4	36	4
5	X Science 5	36	4
6	X Social 1	34	4
7	X Social 2	36	4
8	X Social 3	36	4
9	X Social 4	36	4
Total Sample			36

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E. Technique of Collecting Data**Test**

Test is one of things that is used for collecting data. According to Brown (2006) a test in simple terms, is a method of measuring a persons' ability, knowledge or performance in a given domain. In order to collect data from the sample on this research, the writer used multiple choice test. This multiple choice test was used to measure both of variables. According to Heaton (1998) argued that the type of item in multiple choice is in many ways a test of vocabulary rather than of reading comprehension. These particular items have been included here because it is felt that comprehension of the text is generally of at least as much importance as an understanding of the meaning of the words for selection.

1. Vocabulary test

This research used multiple choice test consisting of some questions formulated in operational concept in vocabulary mastery. For further information about the instruction of the text, the blueprint of the test can be seen:

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Table III.3
Blue Print of Vocabulary Mastery Test

No	Indicators	Number
1.	The students are able to master the content word <ol style="list-style-type: none"> a. Noun b. Verb c. Adjective d. Adverb 	1-5
2.	The students are able to master the function word <ol style="list-style-type: none"> a. Preposition b. Article c. Pronoun 	6-10
3.	The students are able to use appropriate choice of word	11-15
4.	The students are able to find the synonym and antonym of words	16-20

2. Reading Comprehension Test

In this section of collecting data the researcher also used multiple choice as a test, the students are asked to take reading test it consist of 30 items. Testing was conduct in a same day. First test was vocabulary that provides time about 30 minutes and the second was reading test by the same time about 30 minutes.

So, the students must answer 60 questions that were provided in vocabulary and reading test based on the times given by the researcher.

Table III.4
Blue Print of Reading Comprehension in Descriptive Text

Indicators	Number
The students are able to find the main idea in descriptive text	1,6,11,15,24
The students are able to finding factual information in descriptive text	2,8,12,13,14
The students are able to know the purpose in descriptive text	4,20,25,28,30
The students are able to identify the meaning of vocabulary in descriptive text	5,7,19,22,26
The students are able to making inference in descriptive text	3,10,16,21,29
The students are able to identify reference in descriptive text	9,17,18,23,27

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3. Validity

To know whether the data are valid or not, the researcher used content validity. Creswell (2012, p. 159) said that validity is development of sound evidence to demonstrate that the test interpretation (of score about the concept or construct that the test is assumed to measure) matches is proposed use. It means that validity is the extent to which inferences made from assessment results are appropriate, meaningful, and useful in terms of the purpose of the assessment. Thus, the test gave based on material study by the students. The material of the test took from the syllabus of the tenth grade of State Senior High School 2 Pekanbaru.

a. Validity of Vocabulary Mastery

To analyze the validity of vocabulary mastery test, the researcher conducted a try out to 30 items by handing them to 36 students who were not included in the research sample. The researcher used SPSS 21.0 program to analyze the data. The researcher compared robserved to rtable at significant level of 5% is 0.279 ($df=N-2=34$). The robserved of each item should be higher than the rtable to be considered as a valid question. If robserved on the analysis is less than rtable, it can be concluded that these items are not significantly correlated with the total score (declared invalid) and must be removed or corrected.

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The result of the analysis showed that there were 28 questions accepted or valid and the others were rejected or invalid, 28 questions are valid and the rest are dropped. The dropped item is question number 23 and 29. These items were dropped because the scores are under 0.279.

Table III.5
Validity of Vocabulary Mastery

Item No	Robserved	Rtable	Status
Item 1	0.543	0.279	Valid
Item 2	0.602	0.279	Valid
Item 3	0.64	0.279	Valid
Item 4	0.49	0.279	Valid
Item 5	0.571	0.279	Valid
Item 6	0.424	0.279	Valid
Item 7	0.606	0.279	Valid
Item 8	0.442	0.279	Valid
Item 9	0.503	0.279	Valid
Item 10	0.657	0.279	Valid
Item 11	0.48	0.279	Valid
Item 12	0.602	0.279	Valid
Item 13	0.54	0.279	Valid
Item 14	0.464	0.279	Valid
Item 15	0.342	0.279	Valid
Item 16	0.562	0.279	Valid
Item 17	0.341	0.279	Valid
Item 18	0.654	0.279	Valid
Item 19	0.53	0.279	Valid
Item 20	0.396	0.279	Valid
Item 21	0.48	0.279	Valid
Item 22	0.423	0.279	Valid
Item 23	0.144	0.279	Invalid
Item 24	0.442	0.279	Valid
Item 25	0.314	0.279	Valid
Item 26	0.605	0.279	Valid
Item 27	0.394	0.279	Valid
Item 28	0.447	0.279	Valid
Item 29	0.149	0.279	Invalid
Item 30	0.477	0.279	Valid

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b. Validity of Reading Comprehension

In order to analyze the validity of reading comprehension test, the researcher conducted a try out to 30 items by handing them to 36 students who were not included in the research sample. The researcher used SPSS 21.0 program to analyze the data. The researcher compared observed to r_{table} at significant level of 5% is 0.279 ($df=N-2=34$). The observed of each item should be higher than the r_{table} to be considered as a valid question. If observed on the analysis is less than r_{table} , it can be concluded that these items are not significantly correlated with the total score (declared invalid) and must be removed or corrected.

The result of the analysis showed that there were 29 questions accepted or valid and the others were rejected or invalid, 29 questions are valid and the rest are dropped. The eliminated item is question number 14. These items were eliminated because the scores are under 0.279.

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Table III.6
Validity of Reading Comprehension Test

Item No	Robserved	Rtable	Status
Item 1	0.307	0.279	Valid
Item 2	0.330	0.279	Valid
Item 3	0.598	0.279	Valid
Item 4	0.598	0.279	Valid
Item 5	0.495	0.279	Valid
Item 6	0.633	0.279	Valid
Item 7	0.341	0.279	Valid
Item 8	0.340	0.279	Valid
Item 9	0.633	0.279	Valid
Item 10	0.341	0.279	Valid
Item 11	0.625	0.279	Valid
Item 12	0.490	0.279	Valid
Item 13	0.589	0.279	Valid
Item 14	0.107	0.279	Invalid
Item 15	0.490	0.279	Valid
Item 16	0.744	0.279	Valid
Item 17	0.735	0.279	Valid
Item 18	0.500	0.279	Valid
Item 19	0.625	0.279	Valid
Item 20	0.490	0.279	Valid
Item 21	0.722	0.279	Valid
Item 22	0.389	0.279	Valid
Item 23	0.702	0.279	Valid
Item 24	0.480	0.279	Valid
Item 25	0.589	0.279	Valid
Item 26	0.519	0.279	Valid
Item 27	0.722	0.279	Valid
Item 28	0.342	0.279	Valid
Item 29	0.430	0.279	Valid
Item 30	0.342	0.279	Valid

4. Reliability

Reliability has to do with accuracy of measurement. This kind of accuracy is reflected in obtaining the similar result when measurement is repeated on different occasion or with different instruments or by different person. The characteristic of reliability is sometimes termed consistency (Brown, 2000). And this research is

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internal consistency reliability. According to Creswell (2012), internal consistency reliability is the instrument administered once using one version of the instrument and each participant in the study completes the instrument. The table below is the categories of reliability test used in determining the level of reliability of the test

Table III.7
The Level of Acceptable Reliability

NO	Reliability	Validity
1	>0.90	Very high
2	0.80-0.90	High
3	0.70-0.79	Reliable
4	0.60-0.69	Marginally/Minimally
5	<0.60	Unacceptably low

(Cohen, Manion, & Morison, 2007, p. 506)

a. Vocabulary Mastery Test

In this research, the researcher used test re-tests reliability. According to Sugiyono (2014), test re-tests reliability means the test is conducted by testing the instrument several times. Thus, the researcher only conducted the test twice. To obtain the reliability of the vocabulary mastery test, the researcher used SPSS 21.0 Program to find out whether the test was reliable or not.

Table III.8
Reliability Statistics

Cronbach's Alpha	N of Items
.908	30

From the table above, it can be seen the value of Cronbach's alpha is 0.908. The value is higher than the standard Cronbach's

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alpha which is 0.60. Therefore, it can be concluded the test is reliable, and the level of reliability is very high.

b. Reading Comprehension Test

Table III.9
Reliability Statistics

Cronbach's Alpha	N of Items
.923	30

From the table above, it can be seen the value of Cronbach's alpha is 0.923. The value is higher than the standard Cronbach's alpha which is 0.60. Therefore, it can be concluded the test is reliable, and the level of reliability is very high.

F. Technique of Data Analysis

For the technique of data analysis, the researcher applied a quantitative analysis. According to Creswell (2012), quantitative research describes a research problem through a description of trends or a need for an explanation of the relationship among variables by collecting numeric data from a large number of people using instruments with preset questions and responses.

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The researcher used some techniques to answer the research questions as follows:

1. For the data of vocabulary mastery and reading comprehension, the score was scored by using formula:

$$\bar{x} = \frac{\sum x}{N}$$

Where:

$\sum x$ = Total of students score

N = Total of students

Classification for students' score based on Arikunto (2006, p.281)

below

Table III.10
The Classification of Students' Score

No.	Score	Category
1	80-100	Very good
2	66-79	Good
3	56-65	Enough
4	40-55	Less
5	30-39	Fail

(Arikunto, 2013, p. 281)

2. To analyze the correlation between students' vocabulary mastery and their reading comprehension of descriptive text, the researcher used Pearson product moment correlation coefficient (r) by SPSS 21.0 program for windows. The product moment correlation coefficient was obtained by considering the degree of freedom (df) = N-nr, (N= number of sample, nr = number of variable) Statistically, the hypotheses are:

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$$H_a: r_o > r_{table}$$

$$H_o: r_o \leq r_{table}$$

H_a is accepted if $r_o > r_{table}$ or there is a significant correlation between students' vocabulary mastery and their reading comprehension of descriptive text.

H_o is accepted if $r_o \leq r_{table}$ or there is no significant correlation between students' vocabulary mastery and their reading comprehension of descriptive text.

Then, the strength of correlation is interpreted based on coefficient correlation in the table below:

Table III.11
The Interpretation of Correlation Coefficient

Coefficient Interval	Interpretation
0.80-1.000	Very Strong
0.60-0.799	Strong
0.40-0.599	Less Strong
0.20-0.399	Weak
0.00-0.199	Very weak

Adopted from (Riduwan, 2010, p.136)

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CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This research was conducted to find out whether there is a significant correlation between vocabulary mastery and reading comprehension of the tenth grade students at State Senior High School 2 Pekanbaru or not. Based on what has been discussed, presented and analyzed in the previous chapters, the researcher concluded that:

1. The mean score of tenth grade students' vocabulary mastery at Senior High School 2 Pekanbaru is 80. It is categorized as "Very Good" level.
2. The mean score of tenth grade students' reading comprehension at State Senior High School 2 Pekanbaru is 76. It is categorized as "Good" level.
3. There is a significant correlation between students' vocabulary mastery and their reading comprehension in descriptive text at the tenth grade of State Senior High School 2 Pekanbaru "Average" level (0.440). It can be said that Students' Vocabulary Mastery of the tenth grade students at State Senior High School 2 Pekanbaru has a contribution on Reading Comprehension. 19.36% of Students' reading comprehension was influenced by Vocabulary Mastery.

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B. Suggestion

Based on the finding, the researcher would like to propose several suggestions, as follows:

1. Vocabulary Mastery of the tenth grade students at State Senior High School 2 Pekanbaru has a contribution on Reading Comprehension. So, it is good for the teacher to try collaborating particular techniques to raise their vocabulary mastery especially in mastering content word, consists of noun, verb, adjective and adverb.
2. Reading Comprehension is also on good level, but they mostly got low score in the aspect of identifying the meaning of vocabulary. The students did find it difficult to find the meaning of vocabulary.
3. For future researchers, it is important to be able to understand the theories of vocabulary well. Of many experts' theories, there are also some aspects that they never learn. So, the choice of aspects or indicators which are based on what they learn at school is suggested. And it is also crucial to make sure that the students have already learnt and understood the vocabulary that are going to be tested so that the result of the test will be more relevant and reliable.

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Bahasa Inggris Umum

Sekolah : SMA NEGERI 2 Pekanbaru
Satuan Pendidikan : SMA/MA
Kelas : X (Sepuluh)
Kompetensi Inti :

- **KI-1 dan KI-2:** Menghayati dan mengamalkan ajaran agama yang dianutnya. **Menghayati dan mengamalkan** perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional”.
- **KI 3:** Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah
- **KI4:** Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan

Kompetensi Dasar		Materi Pembelajaran	Kegiatan Pembelajaran
3.1	Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait jati diri dan hubungan keluarga, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan pronoun: subjective, objective, possessive)	<ul style="list-style-type: none"> • Fungsi Sosial Mengenalkan, menjalin hubungan interpersonal dengan teman dan guru • Struktur Teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur Kebahasaan <ul style="list-style-type: none"> - Sebutan anggota keluarga inti dan yang lebih luas dan orang-orang dekat lainnya; hobi, kebiasaan - Verba: <i>be, have, go, work, live</i> 	<ul style="list-style-type: none"> - Menyimak dan menirukan beberapa contoh interaksi terkait jati diri dan hubungan keluarga, dengan ucapan dan tekanan kata yang benar - Mengidentifikasi ungkapan-ungkapan penting dan perbedaan antara beberapa cara yang ada - Menanyakan hal-hal yang tidak diketahui atau yang berbeda. - Mempelajari contoh teks interaksi terkait jati diri dan hubungan keluarganya yang dipaparkan figur-figur terkenal. - Saling menyimak dan bertanya jawab tentang jati diri masing-masing dengan teman-temannya
4.1	Menyusun teks interaksi transaksional lisan dan tulis pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait		

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Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
jati diri, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	<p>(dalam <i>simple present tense</i>)</p> <ul style="list-style-type: none"> - Subjek Pronoun: <i>I, You, We, They, He, She, It</i> - Kata ganti possessive <i>my, your, his, dsb.</i> - Kata tanya <i>Who? Which? How?</i> Dst. - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their, dsb.</i> - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Deskripsi diri sendiri sebagai bagian dari keluarga dan masyarakat yang dapat menumbuhkan perilaku yang termuat di KI 	<ul style="list-style-type: none"> - Melakukan refleksi tentang proses dan hasil belajarnya
3.2 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan memberikan ucapan selamat dan memuji bersayap (<i>extended</i>), serta menanggapi, sesuai dengan konteks penggunaannya	<ul style="list-style-type: none"> • Fungsi Sosial Menjaga hubungan interpersonal dengan guru, teman dan orang lain. • Struktur Teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) 	<ul style="list-style-type: none"> - Menyimak dan menirukan beberapa contoh percakapan mengucapkan selamat dan memuji bersayap (<i>extended</i>) yang diperagakan guru/rekaman, dengan ucapan dan tekanan kata yang benar - Bertanya jawab untuk mengidentifikasi dan menyebutkan ungkapan pemberian selamat dan pujian serta tambahannya, n

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Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>4.2 Menyusun teks interaksi interpersonal lisan dan tulis sederhana yang melibatkan tindakan memberikan ucapan selamat dan memuji bersayap (<i>extended</i>), dan menanggapi dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<ul style="list-style-type: none"> • Unsur Kebahasaan <ul style="list-style-type: none"> - Ungkapan memberikan ucapan selamat dan memuji bersayap (<i>extended</i>), dan menanggapi - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Interaksi antara guru dan peserta didik di dalam dan di luar kelas yang melibatkan ucapan selamat dan pujian yang dapat menumbuhkan perilaku yang termuat di KI 	<p>mengidentifikasi persamaan dan perbedaannya</p> <ul style="list-style-type: none"> - Menentukan ungkapan yang tepat secara lisan/tulis dari berbagai situasi lain yang serupa - Membiasakan menerapkan yang sedang dipelajari. dalam interaksi dengan guru dan teman secara alami di dalam dan di luar kelas. - Melakukan refleksi tentang proses dan hasil belajar
<p>3.3 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>be going to, would like to</i>)</p>	<ul style="list-style-type: none"> • Fungsi Sosial Menyatakan rencana, menyarankan, dsb. • Struktur Teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan atau di luar dugaan) • Unsur Kebahasaan 	<ul style="list-style-type: none"> - Mencermati beberapa contoh interaksi terkait niat melakukan suatu tindakan/kegiatan dalam/dengan tampilan visual(gambar, video) - Mengidentifikasidengan menyebutkan persamaan dan perbedaan dan dari contoh-contoh yang ada dalam video tersebut, dilihat dari isi dan cara pengungkapannya - Bertanya jawab tentang pernyataan beberapa tokoh tentang rencana melakukan perbaikan

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Kompetensi Dasar		Materi Pembelajaran	Kegiatan Pembelajaran
4.3	Menyusun teks interaksi transaksional lisan dan tulis pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	<ul style="list-style-type: none"> - Ungkapan pernyataan niat yang sesuai, dengan modal <i>be going to</i>, <i>would like to</i> - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Interaksi antara guru dan peserta didik di dalam dan di luar kelas yang melibatkan pernyataan niat yang dapat menumbuhkan perilaku yang termuat di KI 	<ul style="list-style-type: none"> - Bermain game terkait dengan niat mengatasi masalah - Membiasakan menerapkan yang sedang dipelajari. dalam interaksi dengan guru dan teman secara alami di dalam dan di luar kelas. - Melakukan refleksi tentang proses dan hasil belajar.
3.4	Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya	<ul style="list-style-type: none"> • Fungsi Sosial Membanggakan, menjual, mengenalkan, mengidentifikasi, mengkritik, dsb. • Struktur Teks Dapat mencakup 	<ul style="list-style-type: none"> - Menyimak dan menirukan guru membacakan teks deskriptif sederhana tentang tempat wisata dan/atau bangunan bersejarah terkenal dengan intonasi, ucapan, dan tekanan kata yang benar. - Mencermati dan bertanya jawab tentang contoh menganalisis deskripsi dengan alat seperti tabel, <i>mind map</i>, dan kemudian menerapkannya untuk menganalisis beberapa deskripsi tempat wisata dan bangunan lain
4.4	Teks deskriptif	<ul style="list-style-type: none"> - Identifikasi (nama keseluruhan dan bagian) - Sifat (ukuran, warna, jumlah, bentuk, dsb.) - Fungsi, manfaat, tindakan, kebiasaan 	<ul style="list-style-type: none"> - Mencermati cara mempresentasikan hasil analisis secara lisan, mempraktekkan di dalam kelompok masing-masing, dan kemudian mempresentasikan di kelompok lain
4.4.1	Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur		



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Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>kebahasaan teks deskriptif, lisan dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal</p> <p>4.4.2 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<ul style="list-style-type: none"> Unsur kebahasaan <ul style="list-style-type: none"> Kosa kata dan istilah terkait dengan tempat wisata dan bangunan bersejarah terkenal Adverbia terkait sifat seperti <i>quite, very, extremely, dst.</i> Kalimat deklaratif dan interogatif dalam tense yang benar Nomina singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their, dsb.</i> Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan Topik Deskripsi tempat wisata dan bangunan bersejarah yang dapat menumbuhkan perilaku yang termuat di KI 	<ul style="list-style-type: none"> Mengunjungi tempat wisata atau bangunan bersejarah untuk menghasilkan teks deskriptif tentang tempat wisata atau bangunan bersejarah setempat. Menempelkan teks di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya Melakukan refleksi tentang proses dan hasil belajar.
<p>3.5 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk pemberitahuan (announcement), dengan memberi dan meminta informasi terkait kegiatan sekolah, sesuai dengan konteks penggunaannya</p>	<ul style="list-style-type: none"> Fungsi Sosial Menjalin hubungan interpersonal dan akademik antar peserta didik, guru, dan sekolah Struktur Teks <ul style="list-style-type: none"> Istilah khusus terkait dengan jenis pemberituannya Informasi khas yang relevan 	<ul style="list-style-type: none"> Menyimak dan menirukan guru membacakan beberapa teks pemberitahuan (<i>announcement</i>) dengan intonasi, ucapan, dan tekanan kata yang benar. Bertanya dan mempertanyakan tentang persamaan dan perbedaan fungsi sosial, struktur teks dan unsur kebahasaannya Mencermati dan bertanya jawab tentang contoh menganalisis deskripsi dengan alat seperti tabel dan kemudian
<p>4.5 Teks pemberitahuan (announcement)</p>		

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Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>4.5.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk pemberitahuan (<i>announcement</i>)</p> <p>4.5.2 Menyusun teks khusus dalam bentuk pemberitahuan (<i>announcement</i>), lisan dan tulis, pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<ul style="list-style-type: none"> - Gambar, hiasan, komposisi warna • Unsur Kebahasaan <ul style="list-style-type: none"> - Ungkapan dan kosa kata yang lazim digunakan dalam <i>announcement</i> (pemberitahuan) - Nomina singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Pemberitahuan kegiatan, kejadian yang dapat menumbuhkan perilaku yang termuat di KI • Multimedia <i>Layout</i> dan dekorasi yang membuat tampilan teks pemberitahuan lebih menarik. 	<p>menerapkannya untuk menganalisis beberapa teks pemberitahuan lain</p> <ul style="list-style-type: none"> - Membuat teks pemberitahuan (<i>announcement</i>) untuk kelas atau teman - Melakukan refleksi tentang proses dan hasil belajar.
<p>3.6 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/ kegiatan/ kejadian yang dilakukan/terjadi di waktu lampau yang merujuk</p>	<ul style="list-style-type: none"> • Fungsi Sosial Menjelaskan, mendeskripsikan, menyangkal, menanyakan, dsb. • Struktur Teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) 	<ul style="list-style-type: none"> - Menyimak dan menirukan beberapa contoh percakapan terkait dengan intonasi, ucapan dan tekanan kata yang tepat - Guru mendiktekan percakapan tersebut dan peserta didik menuliskannya dalam buku catatannya untuk kemudian bertanya jawab terkait perbedaan dan persamaan makna kalimat-kalimat yang menggunakan kedua tense tersebut

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Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>waktu terjadinya dan kesudahannya, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan simple past tense vs present perfect tense)</p>	<ul style="list-style-type: none"> Unsur Kebahasaan <ul style="list-style-type: none"> Kalimat deklaratif dan interrogative dalam <i>simple past tense</i>, <i>present perfect tense</i>. Adverbial dengan <i>since</i>, <i>ago</i>, <i>now</i>; klausa dan adverbial penunjuk waktu Nomina singular dan plural secara tepat, dengan atau tanpa <i>a</i>, <i>the</i>, <i>this</i>, <i>those</i>, <i>my</i>, <i>their</i>, dsb. Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan Topik Kegiatan, tindakan, kejadian, peristiwa yang dapat menumbuhkan perilaku yang termuat di KI 	<ul style="list-style-type: none"> Membaca beberapa teks pendek yang menggunakan kedua tense tersebut, dan menggunakan beberapa kalimat-kalimat di dalamnya untuk melengkapi teks rumpang pada beberapa teks terkait. Mencermati beberapa kalimat rumpang untuk menentukan tense yang tepat untuk kata kerja yang diberikan dalam kurung Diberikan suatu kasus, peserta didik membuat satu teks pendek dengan menerapkan kedua tense tersebut Melakukan refleksi tentang proses dan hasil belajar
4.6 Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/ kegiatan/ kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks		
3.7 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa bersejarah sesuai dengan konteks penggunaannya		
4.7 Teks recount – peristiwa bersejarah	<ul style="list-style-type: none"> Fungsi Sosial Melaporkan, menceritakan, berbagi pengalaman, mengambil teladan, membanggakan Struktur Teks Dapat mencakup: <ul style="list-style-type: none"> orientasi urutan kejadian/kegiatan 	<ul style="list-style-type: none"> Menyimak guru membacakan peristiwa bersejarah, menirukan bagian demi bagian dengan ucapan dan tekanan kata yang benar, dan bertanya jawab tentang isi teks Menyalin teks tsb dalam buku teks masing-masing mengikuti seorang siswa yang menuliskan di papan tulis, sambil bertanya jawab terkait fungsi sosial, struktur teks, dan unsur kebahasaan dalam teks Mencermati analisis terhadap fungsi sosial, rangkaian tindakan dan



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Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>4.7.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis terkait peristiwa bersejarah</p> <p>4.7.2 Menyusun teks recount lisan dan tulis, pendek dan sederhana, terkait peristiwa bersejarah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<ul style="list-style-type: none"> - orientasi ulang • Unsur Kebahasaan <ul style="list-style-type: none"> - Kalimat deklaratif dan interogatif dalam simple past, past continuous, present perfect, dan lainnya yang diperlukan - Adverbia penghubung waktu: <i>first, then, after that, before, when, at last, finally</i>, dsb. - Adverbia dan frasa preposisional penunjuk waktu - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Peristiwa bersejarah yang dapat menumbuhkan perilaku yang termuat di KI 	<p>kejadian dengan menggunakan alat seperti tabel, bagan, dan kemudian mengerjakan hal sama dengan teks tentang peristiwa bersejarah lainnya</p> <ul style="list-style-type: none"> - Mengumpulkan informasi untuk menguraikan peristiwa bersejarah di Indonesia - Menempelkan karyanya di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya - Melakukan refleksi tentang proses dan hasil belajar.
<p>3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat, sederhana, sesuai dengan konteks penggunaannya</p>	<ul style="list-style-type: none"> • Fungsi Sosial Mendapat hiburan, menghibur, mengajarkan nilai-nilai luhur, mengambil teladan • Struktur Teks Dapat mencakup: 	<ul style="list-style-type: none"> - Menyimak guru membacakan legenda, sambil dilibatkan dalam tanya jawab tentang isinya - Didiktekan guru menuliskan legenda tersebut dalam buku catatan masing-masing, sambil bertanya jawab terkait fungsi sosial, struktur teks, dan unsur kebahasaan yang ada - Dalam kelompok masing-masing berlatih membacakan legenda tsb
4.8 Menangkap makna secara		

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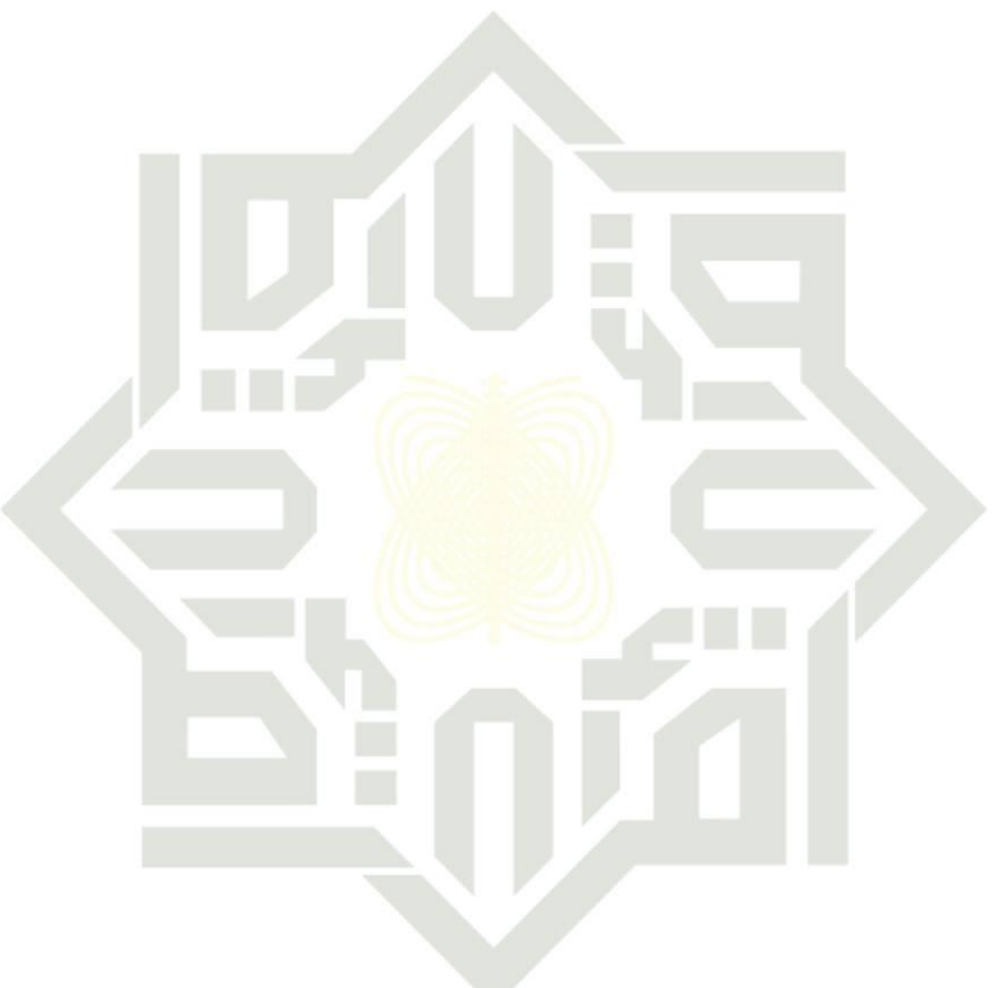
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Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis sederhana terkait legenda rakyat	<ul style="list-style-type: none"> - Orientasi - Komplikasi - Resolusi - Orientasi ulang • Unsur Kebahasaan <ul style="list-style-type: none"> - Kalimat-kalimat dalam <i>simple past tense</i>, <i>past continuous</i>, dan lainnya yang relevan - Kosa kata: terkait karakter, watak, dan setting dalam legenda - Adverbia penghubung dan penunjuk waktu - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik <ul style="list-style-type: none"> - Cerita legenda yang dapat menumbuhkan perilaku yang termuat di KI 	<p>dengan intonasi, ucapan dan tekanan kata yang benar, dengan saling mengoreksi</p> <ul style="list-style-type: none"> - Membaca satu legenda lain, bertanya jawab tentang isinya, dan kemudian mengidentifikasi kalimat-kalimat yang memuat bagian-bagian legenda yang ditanyakan - Melakukan refleksi tentang proses dan hasil belajar.
3.9 Menafsirkan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK	<ul style="list-style-type: none"> • Fungsi sosial <ul style="list-style-type: none"> - Mengembangkan nilai-nilai kehidupan dan karakter yang positif 	<ul style="list-style-type: none"> - Membaca, menyimak, dan menirukan lirik lagu secara lisan - Menanyakan hal-hal yang tidak diketahui atau berbeda
4.9 Menangkap makna terkait fungsi sosial dan unsur kebahasaan secara kontekstual lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK	<ul style="list-style-type: none"> • Unsur kebahasaan <ul style="list-style-type: none"> - Kosa kata dan tata bahasa dalam lirik lagu - Ucapan, tekanan kata, intonasi, 	<ul style="list-style-type: none"> - Mengambil teladan dari pesan-pesan dalam lagu - Menyebutkan pesan yang terkait dengan bagian-bagian tertentu - Melakukan refleksi tentang proses dan hasil belajarnya

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
	<p>ejaan, tanda baca, dan tulisan tangan</p> <ul style="list-style-type: none"> • Topik <p>Hal-hal yang dapat memberikan keteladanan dan menumbuhkan perilaku yang termuat di KI</p>	

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VOCBULARY TEST

Respondent :

The tenth grade of Senior High School 2 Pekanbaru

Directions :

1. These questions are used to know students' vocabulary mastery.
2. These questions are multiple choice.
3. These questions consists of 30 questions.
4. You are given 30 minutes to answer these questions.
5. Write down your name and class above the sheet.
6. Give the cross (X) for the correct answer.
7. Please answer these questions based on the correct answer.

Variable X (point a)

1. My mother throw the rubbish to the trash can. The word form of the underlined word is ...

- | | |
|--------------|-----------|
| a. Noun | c. Verb |
| b. Adjective | d. Adverb |

2. Indah ... beautiful eyes.

- | | |
|---------|---------|
| a. Have | c. Hate |
| b. Had | d. Has |

3. Ilham : how many times you go to the campus?

Nanda : I go to the campus twice in a week.

The word form the underlined word is ...

- | | |
|--------------|-----------|
| a. Noun | c. Verb |
| b. Adjective | d. Adverb |

4. I love my cat because he is very ...

- | | |
|----------|---------|
| a. Loved | c. Cute |
|----------|---------|



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- b. Handsome d. Bad

5. Aditya : What does nadya do today?

Dina : She cooks rice in the kitchen.

The word form of the underlined word is ...

- a. Verb c. Noun
- b. Adverb d. Adjective

6. I'm very ... but there is no water in this room.

- a. Hungry c. Angry
- b. Thirsty d. Happy

7. I ... my mother to cook food last night.

- a. Help c. Helps
- b. Helped d. Helping

(point b)

8. Her sister is ... clever students in the class.

- a. A c. That
- b. An d. The

9. I put my bottle ... the table.

- a. In c. At
- b. On d. Behind

10. Laily and welda come to nadya's and maysari's home. They are accompanied by syafrizal.

The underlined word refers to ...

- a. Syafrizal c. Maysari and nadya
- b. Laily and welda d. a,b,c correct

11. The students of SMA Negeri 2 Pekanbaru are handsome and beautiful. The word of "The" in the first sentence consist of ...

- a. Preposition c. Article



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- b. Pronoun d. Adjective

12. Ela : Where did you go last night?

Indah : I went to sintya's house.

Ela : What for?

Indah : I went to her house because last night is ... birthday.

- a. His c. She

- b. Him d. Her

13. She has arrived ... class two minutes ago.

- a. In c. At

- b. On d. For

14. Sari buys ... umbrella ... the market.

- a. An – in c. An – at

- b. A – in d. A - at

(point c)

15. A school is the place where students ... with their teachers.

- a. Teach c. Play

- b. Work d. Study

16. Putri : I lost my purse at the airport yesterday.

Willy :

- a. I'm sorry to hear that. c. Cool!

- b. Wow, fantastic. d. Pardon me?

17. Choose the correct spelling for the English word from the word "RAJIN!"

- a. Diligent

- b. Dyligent

- c. Diligend

- d. Dilygent



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18. There ... Rhoma Irama's concert in Aryaduta Hotel last week.

- a. Was b. Is c. Are d. Has

19. Intan :

Iqbal : Hi, Intan. I hope we can be a good friend.

- a. Thank you my friend c. Hello. The people seem nice.
b. Hi, everyone. My name is Intan d. Please allow her to introduce
Herself

20. Choose the correct spelling for the English word from the word "GURU"!

- a. TEACHER
b. TECHER
c. TAECHER
d. TEACER

21. They ... in Jakarta two years ago.

- a. Was c. Have
b. Were d. Has

(point d)

22. My boyfriend give me a gift. The synonym of gift is ...

- a. Prize b. Rewards c. Present d. a,b,c correct

23. His house is very big. The antonym of big is ...

- a. Narrow b. Small c. Crowded d. Long

24. Lucky : look at your mother! She looks like very happy.

April : yes, you are right. She is very happy today because of me.

The underlined word has same meaning with ...

- a. Glad b. Sad c. Wonderful d. Laughing

25. The antonym of "Arrogant" is ...

- a. Diligent b. Lazy c. Friendly d. Smart



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26. Ilham is very **thin**. The opposite of thin is ...
 - a. Tall
 - b. Slim
 - c. Short
 - d. Fat
27. This is my cat. It has a **long** tail. the word of long is opposite with ...
 - a. Short
 - b. Tall
 - c. Fat
 - d. Big
28. I very hate you. The synonym of **hate** is ...
 - a. Doesn't like
 - b. Dislike
 - c. Like
 - d. Don't Like
29. This medicine is very sweet. The antonym of **sweet** is ...
 - a. Nice
 - b. Sour
 - c. Bitter
 - d. Salty
30. English is an important language to learn by the students. The word of **important** means ...
 - a. Difficult
 - b. Easy
 - c. Not important
 - d. Crucial

UIN SUSKA RIAU



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TEST READING COMPREHENSION

Respondent :

The tenth grade of Senior High School 2 Pekanbaru

Directions :

1. These questions are used to know students' reading comprehension.
2. These questions are multiple choice.
3. These questions consists of 30 questions.
4. You are given 30 minutes to answer these questions.
5. Write down your name and class above the sheet.
6. Give the cross (X) for the correct answer.
7. Please answer these questions based on the correct answer.

Text 1

The following text is for questions 1 to 5.

If you get up early in the morning you will see an unusual sight. In city parks and in city streets, lot of boys and girls, or men and women are already up and busy. But they are not working or going anywhere. They are exercising. Some are playing football or badminton and some others are jogging. What is jogging?

Jogging is a gentle running. Why is jogging so popular today? Why do people jog? People jog to relax themselves, to keep themselves fit, or simply to enjoy themselves. Our world today is a world where life is comfortable and easy for many city people. Fast buses, cars, or motorcycles take us to work or to school. Lifts carry us quickly from one floor to another in large buildings. So many people get very little exercise.

What do you need to start jogging? You only need a pair of running shoes, an old pair of jeans or shorts, a sweater, and a little courage. Don't be embarrassed if you meet your neighbor as you return home, hot and tired. When you begin jogging, start by running some of the way and then walking. Don't jog too far to begin with and jog slowly. Once you develop a regular jogging programme, you will feel fit and well, and you will be ready to start a busy day feeling fresh and awake.

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
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Next time you are at the swimming pool, look at the people around you, especially those who are over thirty. How many of them have a fat stomach? Now you understand why more people today go jogging or do some other sort of exercises.

1. Which of the following titles is suitable for the text above?
 - a. An Easy and Cheap Sports
 - b. How to Lose Stomach Fat
 - c. Having Comfortable Life
 - d. Jogging, a Gentle Running
 - e. City Parks
2. What will a jogger feel after having a regular jogging programme?

a. Well and fit	c. Fat and clumsy	e. Tired and exhausted
b. Strong and fat	d. Weak and stressed	
3. From the text, we know that ...
 - a. Jogging programme means extra exercise for city people
 - b. Jogging will need extra sport equipment to use
 - c. People get many exercises in easy and comfortable life
 - d. Jogging can make people relax
 - e. The neighbour will be embarrassing to see us jogging
4. The communicative purpose of the text is ...
 - a. To show the steps of jogging
 - b. To analyse what jogging is
 - c. To discuss about jogging
 - d. To see if jogging works
 - e. To tell what jogging is
5. "... you will see an unusual sight." (Paragraph 1)
What is the synonym of the underlined word?



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- | | | |
|------------|------------|----------------|
| a. Strange | c. Regular | e. Traditional |
| b. Popular | d. Common | |

Text 2

The Suramadu Bridge

The Suramadu Bridge is also known as the Surabaya-Madura bridge with three cable-stayed sections constructed between Surabaya and on the island of Java and the town of Bangkalan on the island of Madura in Indonesia.

The width of the bridge is 30 meters, while its height is 146 meters. It carries motor vehicles. Opened on June 10, 2009, and the 5.4 km bridge is the longest in Indonesia.

The cable-stayed portion has three spans with lengths 192 m, 434 m and 192 m. The bridge has two lanes in each direction plus an emergency lane and a dedicated lane for motorcycles. The first toll bridge in Indonesia, fares have been initially set at Rp.30.000 for four-wheeled vehicles and Rp.3,000 for two-wheelers.

The bridge was built by a consortium of Indonesian Companies, PT. Adhi Karya and PT. Waskita Karya, working China Road and Bridge Corp. and China Harbor Engineering Co.Ltd. The total cost of the project, including connecting roads, has been estimated at 4.5 trillion rupiah (US\$445 million).

6. The first paragraph tells about ...
 - a. Main idea of The Suramadu Bridge
 - b. Factual information of The Suramadu Bridge
 - c. Meaning of The Suramadu Bridge
 - d. Width and height of The Suramadu Bridge
 - e. The total cost of The Suramadu Bridge
7. "The cable-stayed portion has three spans with ...". (see paragraph 3). The underlined word has similar meaning with ...

a. Measure	c. Period	e. Separate
b. Spacing	d. Longer	



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8. The cable-stayed has three section constructed between ...
 - a. Surabaya and on the island of Java and the town of Bangkalan on the island of Madura.
 - b. The island of Java and Bangkalan
 - c. Java and Madura
 - d. Surabaya and Java
 - e. Surabaya and the island of Java
9. Word “it” in sentence “It carries motors vehicles.” Refers to ...
 - a. The Suramadu Bridge
 - b. Width of Suramadu
 - c. Height of Suramadu
 - d. The cable-stayed of Suramadu
 - e. The total cost of Suramadu
10. Which statement is TRUE ...
 - a. The bridge was built by a consortium of Indonesian Companies
 - b. The longest bridge in Indonesia is 5.4 km
 - c. Opened on June 10, 2009
 - d. The first toll bridge in Indonesia
 - e. a,b,c,d correct

Text 3

The following text is for questions 11-14.

PARIS

Paris is the capital of a European nation, France. It is also one of the most beautiful and most famous cities in the world.

Paris is called the city of Light. It is also an international fashion center. What stylish women are wearing in Paris will be worn by women all over the world. Paris is also famous for its world center of education. For instance, it is the headquarters of UNESCO, the United Nations Educational, Scientific and Cultural Organization.



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The Seine River divides the city into two parts. Thirty-two bridges cross this scenic river. The oldest and perhaps the most well-known is Pon Neuf, which was built in the sixteenth century. Sorbonne, a famous university, is located on the left bank (south side) of the river. The beautiful white church Sacre Coeur lies on the top of hill called Montmartre on the right bank (north side) of the Seine.

There are many other famous places in Paris, such as the famous museum the Louvre as well the cathedral of Notre Dame. However, the most famous landmark in the city must be the Eiffel Tower.

Paris is named after a group of people called the Parisii. They built a small village on an island in the middle of the Seine River about two thousand years ago. This island is called lie de la Cite. It is where Notre Dame located. Today around eight million people live in Paris area.

11. The fifth paragraph tells ...

- The origin of the word Paris
- About the Paris
- The location of Notre Dame
- A village built a thousand years ago
- An island in the middle of the Seine River

12. What is the oldest and most well known part of the city?

- The Seine River
- The Pont Neuf
- The Sorbonne
- The right bank
- The left bank

13. From the text we know that Notre Dame is located ...

- Near left Louvre
- On the left bank
- On the right bank
- Outside the city of Paris



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- e. In the middle of the Seine River

14. What is the oldest and most well known part of the city?

- a. The Seine River
- b. The Sorbonne
- c. The Pont Neuf
- d. The right bank
- e. The left bank

Text 4

Orchard Road

Orchard Road is a Boulevard which becomes business and entertainment center in Singapore. Orchard Road is surrounded by a lush tropical and flower gardens which are beautiful. At first, Orchard Road is just a suburban street lined with orchards, plantations nutmeg, and pepper farming. However, in the 1970s, it turned into a shopping center in Singapore. In 1960 and 1970 entertainment industries began to enter this road. Shopping centers such as mall and Plaza was built in 1974.

Orchard Road runs along about 2.2 km. This road is one-way street flanked by a variety of shopping malls, hotels and restaurants. The shopping area which is nearly 800,000 square meters provides a wide range of Things, food, and entertainment. In this area there are many options that can satisfy visitors from all walks of life starting from the luxury branded things to the Popular branded, from exclusive restaurants to fast food.

There are so many ways that can be accessed to get to Orchard road such as: by taxi, bus or drive your own car. For those who are driving to Orchard Road can be entered from the west through the Napier Road. Vehicles from Dunrean Road can turn to left at the intersection of the Marriott Hotel junction. Vehicles that come from Paterson can turn right onto Orchard Road. Orchard is always crowded so you have to be careful in order not to get lost.

15. The text mainly focuses on ...

- a. Singapore
- b. Orchard Plantation
- c. Plaza and Mall
- d. Orchard road as business and entertainment center
- e. Shopping Center



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16. Which statement is TRUE?

- a. At first Orchard Road is a crowded settlement
- b. Orchard road became business and entertainment center since 1974
- c. Vehicles from Dunrean road turn to the left at intersection of the Marriott Hotel junction
- d. Orchard road is infamous place at Singapore
- e. Orchard road is not surrounded by flower garden

17. Words “it” in line 4 refers to?

- a. The plantation
- b. Luxury branded things
- c. The plaza
- d. Singapore
- e. Suburban street

18. The word “satisfy” in line eighth has the closet meaning with?

- | | | |
|------------|-------------|----------|
| a. Pleased | c. Frighten | e. Loved |
| b. Free | d. Threat | |

Text 5

Yogyakarta is one of the foremost cultural centers of Java, the seat of the mighty Javanese empire of Mataram from which present day Yogyakarta has the best inherited of traditions. The city itself has a special charm, which seldom fails to captivate the visitor. Gamelan, classical and contemporary Javanese dances, leather puppet, theater and other expressions of traditional art will keep the visitor spellbound. Local craftsmen excel in arts such batiks, silver and leather works. Next to the traditional, contemporary art has found fertile soil in Yogya's culture oriented society.

Yogyakarta is often called the main gateway to the Central Java as where it is geographically located. It stretches from Mount Merapi to the Indian Ocean. There is daily air service to Yogya from Jakarta, Surabaya and Bali as well as regular train service and easy accessibility by road. Yogyakarta is commonly considered as the modern cultural of Central Java. It is a very lively city and a shopper's delight. The



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man road, Malioboro Street, is always crowded and famous for its night street food-culture and street vendors. Many tourist shops and cheap hotels are concentrated along this street or in the adjoining tourist area such Sosrowijayan Street.

The key attraction of Yogyakarta is 'Kraton' (the Sultan's Palace), the centre of Yogya's traditional life and despite the advance of modernity; it still emanates the spirit of refinement, which has been the hallmark of Yogya's art for centuries. This vast complex of decaying buildings was built in the 18th century, and is actually a walled city within the city with luxurious pavilions and in which the current Sultan still resides. Yogyakarta is also the only major city, which still has traditional 'Becak' (rickshaw-style) transport.

19. What is the purpose of the text?

- a. To amuse the readers with Yogyakarta
- b. To describe the location of Yogyakarta
- c. To persuade the readers to go to Yogyakarta
- d. To promote Yogyakarta as tourist destination
- e. To tell the readers the history of Yogyakarta

20. We know from the second paragraph that ...

- a. Plane is the most convenient access to reach Yogyakarta
- b. Many local tourists prefer staying in Sosrowijayan Street
- c. Sosrowijayan is also known as shopping and culinary delight
- d. There are many convenient stores in the streets of Yogyakarta
- e. Malioboro Street is a crowded mainroad which is alive 24 hours

21. "... spirit of refinement, which has been the hallmark of Yogya's art for centuries.(Paragraph 3) The underlined word is closest in meaning ...

- a. Settlement
- b. Development
- c. Improvement
- d. Involvement
- e. Engagement

22. Word "It" in sentence, "It stretches from Mount Merapi to the Indian Ocean." Refers to...

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- | | | |
|-----------------|-----------------|--------------|
| a. Yogyakarta | c. Indian Ocean | e. Malioboro |
| b. Mount Merapi | d. Mataram | |

23. Which statement is TRUE?

- a. Yogyakarta is one of the foremost cultural centers of Java
- b. The key attraction of Yogyakarta is 'Kraton' (the Sultan's Palace)
- c. Yogyakarta is also the only major city, which still has traditional 'Becak' (rickshaw-style) transport.
- d. Malioboro Street is always crowded and famous for its night street food-culture and street vendors.
- e. a,b,c,d correct

Text 6

The following text is for questions 24 to 26

Borobudur Temple

Borobudur temple is one of the most beautiful tourist resorts in Indonesia. It is situated in central Java. Borobudur temple is one of the seven wonders of the world which needs to be preserved its circumstances. The people all over the world know that Borobudur is one of the greatest art works that ever known since long time ago.

Borobudur temple was built by Syailendra Dynasty during the eighth century. It needed more than two million river stones. It is the biggest temple in the world.

After going into some restorations, Borobudur is visited by more and more tourists, both domestic and foreign tourists. Most of them admire Borobudur temple because of its beauty, its elegance and the story of the relief on its walls.

Domestic tourists usually go there by bus or private cars, while foreign tourists like to join travel bureau because they don't need to think of the transportation, accommodation, and itinerary. There are some money changers around the location. It makes them easier to change their money. But some of them like to bring credit cards and checks.

24. The main idea from the text in paragraph ...

- | | | |
|---------------------|---------------------|-------------------|
| a. First paragraph | c. Third paragraph | e. Last paragraph |
| b. Second paragraph | d. Fourth paragraph | |



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Text 7

Alam Malang Fishing Park

Alam Mayang Fishing Park is located at Harapan Raya street km 8 from the centre of Pekanbaru city. Alam Mayang is a recreational and relaxing place, which is frequently visited, mainly by those who have fishing hobby, as there are a number of fishing ponds in this place with various species of fishes in it. It equipped with three pools with 18.560km² and also has many kind of fishes such as; fresh water crap fish, lemak, nila, patin and sepat siam. Relaxing under the shadiness of the vegetation and a beautiful natural atmosphere is really a very exciting experience.

Today it is frequented especially by those having the hobby of fishing since here there are fishing ponds covering a total area of 18.650 square meters with various kinds of fish inside. Much more fun is certainly to go fishing together with the family.

25. The purpose of the text is ...
- To inform about Borobudur Temple
 - To give something about place
 - To motivated the reader about tourism
 - To know about Syailendra Dynasty
 - To discuss about Borobudur Temple

26. The meaning of underlined word “Domestic tourists usually go there by bus or private cars” is ...
- Hometown
 - Traveller
 - Domestic
 - Temple
 - Transportation

27. “It equipped with three pools with 18.560km²...” in underlined word is refers to ...
- Harapan Raya
 - Pekanbaru City
 - Alam Mayang Fishing Park
 - Fishing hobby
 - Location of Alam Mayang



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Text 8

28. The purpose of text above is ...

- a. To discuss about fishing hobby
- b. To inform the reader about Alam Mayang Fishing Park
- c. To retell the reader about Alam Mayang Fishing Park
- d. To show fishing hobby is
- e. To confirm about Alam Mayang Fisihing Park

Selat Baru Beach

Selat Baru Beach is the most beautiful beach in Bengkalis, the name is taken from the name of the village where the beach is located, Selat Baru village, which is also the Capital of District Bantan. Bengkalis Government has made these beaches as one of the potential attractions. In this place, there are annual events that been held for competitions, such as jong boat racing, gasing, and kites. The visitors can also see numbers of traditional art and cultural attractions from Riau.

Selat Baru Beach is situated in the village of Selat Baru, District Bantan, Bengkalis Regency, Riau Province. This place is located at the north of Bengkalis capital; from Bengkalis, within approximately 17 kilometers or about 45 minutes driving by using a two-wheeled or four wheels vehicle.

From Pekanbaru, the capital of Riau province. The visitors can use water transport to navigate the Siak River to the port of Bengkalis with the distance of approximately 5 hour, or can also use a landline for about 5 to 6 hours, by passing through Siak until then passing the River Pakning towards Bengkalis. We can use Ferry crossings or commonly referred to Roro.

This beach is kind of stretch and flat beach with fine sand that strung along 4 kilometer, with the distance for about 200 meters from the beach. The ocean waves at this beach is relatively stable, not more than 1 meter, except at the north wind season. From this place refracts blue nuance of Gunung Ledang in the neighboring country, Malaysia.

29. Which statement is TRUE about the text above ...

- a. Selat Baru Beach is the most beautiful beach in Bengkalis
- b. There are annual events that been held for competitions, such as jong boat racing, gasing, and kites



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- c. The visitors can use water transport to navigate the Siak River to the port of Bengkalis
- d. The visitors can use Ferry crossings or commonly referred to Roro
- e. Answer a.b.c.d correct

30. From the text above, we know the purpose of the text is ...

- a. To retell the reader about visitors experience
- b. To describe about Bengkalis
- c. To inform the reader about Selat Baru Beach
- d. To inform the reader about one of beautiful beach in Bengkalis
- e. Answer c and d correct

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VOCABULARY TEST

Respondent :

The tenth grade of Senior High School 2 Pekanbaru

Directions :

- These questions are used to know students' vocabulary mastery.
- These questions are multiple choice.
- These questions consists of 28 questions.
- You are given 30 minutes to answer these questions.
- Write down your name and class above the sheet.
- Give the cross (X) for the correct answer.
- Please answer these questions based on the correct answer.

Directions:

- My mother throw the rubbish to the trash can. The word form of the underlined word is ...

- | | |
|--------------|-----------|
| a. Noun | c. Verb |
| b. Adjective | d. Adverb |

- Indah ... beautiful eyes.

- | | |
|---------|---------|
| a. Have | c. Hate |
| b. Had | d. Has |

- Ilham : how many times you go to the campus?

Nanda : I go to the campus twice in a week.

The word form the underlined word is ...

- | | |
|--------------|-----------|
| a. Noun | c. Verb |
| b. Adjective | d. Adverb |



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4. I love my cat because he is very ...

- | | |
|-------------|---------|
| a. Loved | c. Cute |
| b. Handsome | d. Bad |

5. Aditya : What does nadya do today?

Dina : She cooks rice in the kitchen.

The word form of the underlined word is ...

- | | |
|-----------|--------------|
| a. Verb | c. Noun |
| b. Adverb | d. Adjective |

6. I'm very ... but there is no water in this room.

- | | |
|------------|----------|
| a. Hungry | c. Angry |
| b. Thirsty | d. Happy |

7. I ... my mother to cook food last night.

- | | |
|-----------|------------|
| a. Help | c. Helps |
| b. Helped | d. Helping |

8. Her sister is ... clever students in the class.

- | | |
|-------|---------|
| a. A | c. That |
| b. An | d. The |

9. I put my bottle ... the table.

- | | |
|-------|-----------|
| a. In | c. At |
| b. On | d. Behind |

10. Laily and welda come to nadya's and maysari's home. They are accompanied by syafrizal.

The underlined word refers to ...

- | | |
|--------------------|----------------------|
| a. Syafrizal | c. Maysari and nadya |
| b. Laily and welda | d. a,b,c correct |



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11. The students of SMA Negeri 2 Pekanbaru are handsome and beautiful. The word of “The” in the first sentence consist of ...
 - a. Preposition c. Article
 - b. Pronoun d. Adjective
12. Ela : Where did you go last night?
 Indah : I went to sintya’s house.
 Ela : What for?
 Indah : I went to her house because last night is ... birthday.
 - a. His c. She
 - b. Him d. Her
13. She has arrived ... class two minutes ago.
 - a. In c. At
 - b. On d. For
14. Sari buys ... umbrella ... the market.
 - a. An – in c. An – at
 - b. A – in d. A - at
15. A school is the place where students ... with their teachers.
 - a. Teach c. Play
 - b. Work d. Study
16. Putri : I lost my purse at the airport yesterday.
 Willy :
 - a. I’m sorry to hear that. c. Cool!
 - b. Wow, fantastic. d. Pardon me?
17. Choose the correct spelling for the English word from the word “RAJIN!”
 - a. D i l i g e n t
 - b. D y l i g e n t



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- c. Diligend
- d. Dilygent

18. There ... Rhoma Irama's concert in Aryaduta Hotel last week.

- a. Was
- b. Is
- c. Are
- d. Has

19. Intan :

Iqbal : Hi, Intan. I hope we can be a good friend.

- a. Thank you my friend
- b. Hi, everyone. My name is Intan
- c. Hello. The people seem nice.
- d. Please allow her to introduce Herself

20. Choose the correct spelling for the English word from the word "GURU"!

- a. TEACHER
- b. TECHER
- c. TAECHER
- d. TEACER

21. They ... in Jakarta two years ago.

- a. Was
- b. Were
- c. Have
- d. Has

22. My boyfriend give me a gift. The synonym of gift is ...

- a. Prize
- b. Rewards
- c. Present
- d. a,b,c correct

23. Lucky : look at your mother! She looks like very happy.

April : yes, you are right. She is very happy today because of me.

The underlined word has same meaning with ...

- a. Glad
- b. Sad
- c. Wonderful
- d. Laughing

24. The antonym of "Arrogant" is ...

- a. Diligent
- b. Lazy
- c. Friendly
- d. Smart



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25. Ilham is very **thin**. The opposite of thin is ...

- | | | | |
|---------|---------|----------|--------|
| a. Tall | b. Slim | c. Short | d. Fat |
|---------|---------|----------|--------|

26. This is my cat. It has a **long** tail. the word of long is opposite with ...

- | | | | |
|----------|---------|--------|--------|
| a. Short | b. Tall | c. Fat | d. Big |
|----------|---------|--------|--------|

27. I very hate you. The synonym of **hate** is ...

- | | |
|-----------------|---------------|
| a. Doesn't like | c. Like |
| b. Dislike | d. Don't Like |

28. English is an important language to learn by the students. The word of **important** means ...

- | | |
|--------------|------------------|
| a. Difficult | c. Not important |
| b. Easy | d. Crucial |

UIN SUSKA RIAU



TEST READING COMPREHENSION

Respondent :

The tenth grade of Senior High School 2 Pekanbaru

Directions :

1. These questions are used to know students' reading comprehension.
2. These questions are multiple choice.
3. These questions consists of 29 questions.
4. You are given 30 minutes to answer these questions.
5. Write down your name and class above the sheet.
6. Give the cross (X) for the correct answer.
7. Please answer these questions based on the correct answer.

Text 1

The following text is for questions 1 to 5.

If you get up early in the morning you will see an unusual sight. In city parks and in city streets, lot of boys and girls, or men and women are already up and busy. But they are not working or going anywhere. They are exercising. Some are playing football or badminton and some others are jogging. What is jogging?

Jogging is a gentle running. Why is jogging so popular today? Why do people jog? People jog to relax themselves, to keep themselves fit, or simply to enjoy themselves. Our world today is a world where life is comfortable and easy for many city people. Fast buses, cars, or motorcycles take us to work or to school. Lifts carry us quickly from one floor to another in large buildings. So many people get very little exercise.

What do you need to start jogging? You only need a pair of running shoes, an old pair of jeans or shorts, a sweater, and a little courage. Don't be embarrassed if you meet your neighbor as you return home, hot and tired. When you begin jogging, start by running some of the way and then walking. Don't jog too far to begin with and jog slowly. Once you develop a regular jogging programme, you will feel fit and well, and you will be ready to start a busy day feeling fresh and awake.

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Next time you are at the swimming pool, look at the people around you, especially those who are over thirty. How many of them have a fat stomach? Now you understand why more people today go jogging or do some other sort of exercises.

1. Which of the following titles is suitable for the text above?
 - a. An Easy and Cheap Sports
 - b. How to Lose Stomach Fat
 - c. Having Comfortable Life
 - d. Jogging, a Gentle Running
 - e. City Parks
2. What will a jogger feel after having a regular jogging programme?
 - a. Well and fit exhausted
 - b. Strong and fat
 - c. Fat and clumsy
 - d. Weak and stressed
 - e. Tired and
3. From the text, we know that ...
 - a. Jogging programme means extra exercise for city people
 - b. Jogging will need extra sport equipment to use
 - c. People get many exercises in easy and comfortable life
 - d. Jogging can make people relax
 - e. The neighbour will be embarrassing to see us jogging
4. The communicative purpose of the text is ...
 - a. To show the steps of jogging
 - b. To analyse what jogging is
 - c. To discuss about jogging
 - d. To see if jogging works
 - e. To tell what jogging is

UIN SUSKA RIAU



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Text 2

The Suramadu Bridge

The Suramadu Bridge is also known as the Surabaya-Madura bridge with three cable-stayed sections constructed between Surabaya and on the island of Java and the town of Bangkalan on the island of Madura in Indonesia.

The width of the bridge is 30 meters, while its height is 146 meters. It carries motor vehicles. Opened on June 10, 2009, and the 5.4 km bridge is the longest in Indonesia.

The cable-stayed portion has three spans with lengths 192 m, 434 m and 192 m. The bridge has two lanes in each direction plus an emergency lane and a dedicated lane for motorcycles. The first toll bridge in Indonesia, fares have been initially set at Rp.30.000 for four-wheeled vehicles and Rp.3,000 for two-wheelers.

The bridge was built by a consortium of Indonesian Companies, PT. Adhi Karya and PT. Waskita Karya, working China Road and Bridge Corp. and China Harbor Engineering Co.Ltd. The total cost of the project, including connecting roads, has been estimated at 4.5 trillion rupiah (US\$445 million).

6. The first paragraph tells about ...
 - a. Main idea of The Suramadu Bridge
 - b. Factual information of The Suramadu Bridge
 - c. Meaning of The Suramadu Bridge
 - d. Width and height of The Suramadu Bridge
 - e. The total cost of The Suramadu Bridge
7. "The cable-stayed portion has three spans with ...". (see paragraph 3). The underlined word has similar meaning with ...
 - a. Measure
 - b. Spacing
 - c. Period
 - d. Longer
 - e. Separate

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8. The cable-stayed has three section constructed between ...
 - a. Surabaya and on the island of Java and the town of Bangkalan on the island of Madura.
 - b. The island of Java and Bangkalan
 - c. Java and Madura
 - d. Surabaya and Java
 - e. Surabaya and the island of Java
9. Word "it" in sentence "It carries motors vehicles." Refers to ...
 - a. The Suramadu Bridge
 - b. Width of Suramadu
 - c. Height of Suramadu
 - d. The cable-stayed of Suramadu
 - e. The total cost of Suramadu
10. Which statement is TRUE ...
 - a. The bridge was built by a consortium of Indonesian Companies
 - b. The longest bridge in Indonesia is 5.4 km
 - c. Opened on June 10, 2009
 - d. The first toll bridge in Indonesia
 - e. a,b,c,d correct

Text 3

The following text is for questions 11-14.

PARIS

Paris is the capital of a European nation, France. It is also one of the most beautiful and most famous cities in the world.

Paris is called the city of Light. It is also an international fashion center. What stylish women are wearing in Paris will be worn by women all over the world. Paris is also famous for its world center of education. For instance, it is the headquarters of UNESCO, the United Nations Educational, Scientific and Cultural Organization.



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The Seine River divides the city into two parts. Thirty-two bridges cross this scenic river. The oldest and perhaps the most well-known is Pon Neuf, which was built in the sixteenth century. Sorbonne, a famous university, is located on the left bank (south side) of the river. The beautiful white church Sacre Coeur lies on the top of hill called Montmartre on the right bank (north side) of the Seine.

There are many other famous places in Paris, such as the famous museum the Louvre as well the cathedral of Notre Dame. However, the most famous landmark in this city must be the Eiffel Tower.

Paris is named after a group of people called the Parisii. They built a small village on an island in the middle of the Seine River about two thousand years ago. This island is called lie de la Cite. It is where Notre Dame located. Today around eight million people live in Paris area.

11. The fifth paragraph tells ...

- a. The origin of the word Paris
- b. About the Paris
- c. The location of Notre Dame
- d. A village built a thousand years ago
- e. An island in the middle of the Seine River

12. What is the oldest and most well known part of the city?

- a. The Seine River
- b. The Pont Neuf
- c. The Sorbonne
- d. The right bank
- e. The left bank

13. From the text we know that Notre Dame is located ...

- a. Near left Louvre
- b. On the left bank
- c. On the right bank
- d. Outside the city of Paris
- e. In the middle of the Seine River

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Text 4**Orchard Road**

Orchard Road is a Boulevard which becomes business and entertainment center in Singapore. Orchard Road is surrounded by a lush tropical and flower gardens which are beautiful. At first, Orchard Road is just a suburban street lined with orchards, plantations nutmeg, and pepper farming. However, in the 1970s, it turned into a shopping center in Singapore. In 1960 and 1970 entertainment industries began to enter this road. Shopping centers such as mall and Plaza was built in 1974.

Orchard Road runs along about 2.2 km. This road is one-way street flanked by a variety of shopping malls, hotels and restaurants. The shopping area which is nearly 800,000 square meters provides a wide range of Things, food, and entertainment. In this area there are many options that can satisfy visitors from all walks of life starting from the luxury branded things to the Popular branded, from exclusive restaurants to fast food.

There are so many ways that can be accessed to get to Orchard road such as: by taxi, bus or drive your own car. For those who are driving to Orchard Road can be entered from the west through the Napier Road. Vehicles from Dunrean Road can turn to left at the intersection of the Marriott Hotel junction. Vehicles that come from Paterson can turn right onto Orchard Road. Orchard is always crowded so you have to be careful in order not to get lost.

14. The text mainly focuses on ...

- a. Singapore
- b. Orchard Plantation
- c. Plaza and Mall
- d. Orchard road as business and entertainment center
- e. Shopping Center

15. Which statement is TRUE?

- a. At first Orchard Road is a crowded settlement
- b. Orchard road became business and entertainment center since 1974
- c. Vehicles from Dunrean road turn to the left at intersection of the Marriott Hotel junction
- d. Orchard road is infamous place at Singapore
- e. Orchard road is not surrounded by flower garden



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16. Words “it” in line 4 refers to?
 - a. The plantation
 - b. Luxury branded things
 - c. The plaza
 - d. Singapore
 - e. Suburban street
17. The word “satisfy” in line eighth has the closet meaning with?
 - a. Pleased
 - b. Free
 - c. Frighten
 - d. Threat
 - e. Loved

Text 5

Yogyakarta is one of the foremost cultural centers of Java, the seat of the mighty Javanese empire of Mataram from which present day Yogyakarta has the best inherited of traditions. The city itself has a special charm, which seldom fails to captivate the visitor. Gamelan, classical and contemporary Javanese dances, leather puppet, theater and other expressions of traditional art will keep the visitor spellbound. Local craftsmen excel in arts such batiks, silver and leather works. Next to the traditional, contemporary art has found fertile soil in Yogya's culture oriented society.

Yogyakarta is often called the main gateway to the Central Java as where it is geographically located. It stretches from Mount Merapi to the Indian Ocean. There is daily air service to Yogya from Jakarta, Surabaya and Bali as well as regular train service and easy accessibility by road. Yogyakarta is commonly considered as the modern cultural of Central Java. It is a very lively city and a shopper's delight. The main road, Malioboro Street, is always crowded and famous for its night street food-culture and street vendors. Many tourist shops and cheap hotels are concentrated along this street or in the adjoining tourist area such Sosrowijayan Street.

The key attraction of Yogyakarta is 'Kraton' (the Sultan's Palace), the centre of Yogya's traditional life and despite the advance of modernity; it still emanates the spirit of refinement, which has been the hallmark of Yogya's art for centuries. This vast complex of decaying buildings was built in the 18th century, and is actually a walled city within the city with luxurious pavilions and in which the current Sultan still resides. Yogyakarta is also the only major city, which still has traditional 'Becak' (rickshaw-style) transport.

18. What is the purpose of the text?

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- a. To amuse the readers with Yogyakarta
- b. To describe the location of Yogyakarta
- c. To persuade the readers to go to Yogyakarta
- d. To promote Yogyakarta as tourist destination
- e. To tell the readers the history of Yogyakarta

19. We know from the second paragraph that ...

- a. Plane is the most convenient access to reach Yogyakarta
- b. Many local tourists prefer staying in Sosrowijayan Street
- c. Sosrowijayan is also known as shopping and culinary delight
- d. There are many convenient stores in the streets of Yogyakarta
- e. Malioboro Street is a crowded mainroad which is alive 24 hours

20. "... spirit of refinement, which has been the hallmark of Yogya's art for centuries.(Pargraph 3) The underlined word is closest in meaning ...

- a. Settlement
- b. Development
- c. Improvement
- d. Involvement
- e. Engagement

21. Word "It" in sentence. "It stretches from Mount Merapi to the Indian Ocean." Refers to...

- a. Yogyakarta
- b. Mount Merapi
- c. Indian Ocean
- d. Mataram
- e. Malioboro

22. Which statement is TRUE?

- a. Yogyakarta is one of the foremost cultural centers of Java
- b. The key attraction of Yogyakarta is 'Kraton' (the Sultan's Palace)
- c. Yogyakarta is also the only major city, which still has traditional 'Becak' (rickshaw-style) transport.
- d. Malioboro Street is always crowded and famous for its night street food-culture and street vendors.
- e. a,b,c,d correct

Text 6

The following text is for questions 24 to 26

Borobudur Temple

Borobudur temple is one of the most beautiful tourist resorts in Indonesia. It is situated in central Java. Borobudur temple is one of the seven wonders of the world which needs to be preserved its circumstances. The people all over the world know that Borobudur is one of the greatest art works that ever known since long time ago.

— Borobudur temple was built by Syailendra Dynasty during the eighth century. It needed more than two million river stones. It is the biggest temple in the world.

After going into some restorations, Borobudur is visited by more and more tourists, both domestic and foreign tourists. Most of them admire Borobudur temple because of its beauty, its elegance and the story of the relief on its walls.

Domestic tourists usually go there by bus or private cars, while foreign tourists like to join travel bureau because they don't need to think of the transportation, accommodation, and itinerary. There are some money changers around the location. It makes them easier to change their money. But some of them like to bring credit cards and checks.

23. The main idea from the text in paragraph ...
- a. First paragraph c. Third paragraph e. Last paragraph
- b. Second paragraph d. Fourth paragraph

24. The purpose of the text is ...
- To inform about Borobudur Temple
 - To give something about place
 - To motivated the reader about tourism
 - To know about Syailendra Dynasty
 - To discuss about Borobudur Temple

25. The meaning of underlined word “Domestic tourists usually go there by bus or private cars” is ...
- a. Hometown c. Domestic e. Transportation
- b. Traveller d. Temple

Text 7

Alam Malang Fishing Park



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Alam Mayang Fishing Park is located at Harapan Raya street km 8 from the centre of Pekanbaru city. Alam Mayang is a recreational and relaxing place, which is frequently visited, mainly by those who have fishing hobby, as there are a number of fishing ponds in this place with various species of fishes in it. It equipped with three pools with 18.560km² and also has many kind of fishes such as; fresh water crap fish, lemak, nila, patin and sepat siam. Relaxing under the shadiness of the vegetation and a beautiful natural atmosphere is really a very exciting experience.

Today it is frequented especially by those having the hobby of fishing since here there are fishing ponds covering a total area of 18.650 square meters with various kinds of fish inside. Much more fun is certainly to go fishing together with the family.

26. “It equipped with three pools with 18.560km²...” in underlined word is refers to ...
 - a. Harapan Raya
 - b. Pekanbaru City
 - c. Alam Mayang Fishing Park
 - d. Fishing hobby
 - e. Location of Alam Mayang
27. The purpose of text above is ...
 - a. To discuss about fishing hobby
 - b. To inform the reader about Alam Mayang Fishing Park
 - c. To retell the reader about Alam Mayang Fishing Park
 - d. To show fishing hobby is
 - e. To confirm about Alam Mayang Fisihing Park

Text 8

Selat Baru Beach

Selat Baru Beach is the most beautiful beach in Bengkalis, the name is taken from the name of the village where the beach is located, Selat Baru village, which is also the Capital of District Bantan. Bengkalis Government has made these beaches as one of the potential attractions. In this place, there are annual events that been held for competitions, such as jong boat racing, gasing, and kites. The visitors can also see numbers of traditional art and cultural attractions from Riau.



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Selat Baru Beach is situated in the village of Selat Baru, District Bantan, Bengkalis Regency, Riau Province. This place is located at the north of Bengkalis capital; from Bengkalis, within approximately 17 kilometers or about 45 minutes driving by using a two-wheeled or four wheels vehicle.

From Pekanbaru, the capital of Riau province. The visitors can use water transport to navigate the Siak River to the port of Bengkalis with the distance of approximately 5 hour, or can also use a landline for about 5 to 6 hours, by passing through Siak until then passing the River Pakning towards Bengkalis. We can use Ferry crossings or commonly referred to Roro.

This beach is kind of stretch and flat beach with fine sand that strung along 4 kilometer, with the distance for about 200 meters from the beach. The ocean waves at this beach is relatively stable, not more than 1 meter, except at the north wind season. From this place refracts blue nuance of Gunung Ledang in the neighboring country, Malaysia.

28. Which statement is TRUE about the text above ...

- Selat Baru Beach is the most beautiful beach in Bengkalis
- There are annual events that been held for competitions, such as jong boat racing, gasing, and kites
- The visitors can use water transport to navigate the Siak River to the port of Bengkalis
- The visitors can use Ferry crossings or commonly referred to Roro
- Answer a.b.c.d correct

29. From the text above, we know the purpose of the text is ...

- To retell the reader about visitors experience
- To describe about Bengkalis
- To inform the reader about Selat Baru Beach
- To inform the reader about one of beautiful beach in Bengkalis
- Answer c and d correct

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VOCABULARY TEST

Respondent : ✕

The tenth grade of Senior High School 2 Pekanbaru

Directions :

1. These questions are used to know students' vocabulary mastery.
2. These questions are multiple choice.
3. These questions consists of 28 questions.
4. You are given 30 minutes to answer these questions.
5. Write down your name and class above the sheet.
6. Give the cross (X) for the correct answer.
7. Please answer these questions based on the correct answer.

Directions:

1. My mother throw the rubbish to the trash can. The word form of the underlined word is ...

a. Noun c. Verb
b. Adjective d. Adverb

2. Indah ... beautiful eyes.

a. Have c. Hate
b. Had d. Has

3. Ilham : how many times you go to the campus?

Nanda : I go to the campus twice in a week.

The word form the underlined word is ...

a. Noun c. Verb
b. Adjective d. Adverb

4. I love my cat because he is very ...

- a. Loved
- b. Handsome
- c. Cute
- d. Bad

5. Aditya : What does nadya do today?

Dina : She cooks rice in the kitchen.

The word form of the underlined word is...

- a. Verb
- b. Adverb
- c. Noun
- d. Adjective

6. I'm very ... but there is no water in this room.

- a. Hungry
- b. Thirsty
- c. Angry
- d. Happy

7. I ... my mother to cook food last night.

- a. Help
- b. Helped
- c. Helps
- d. Helping

8. Her sister is ... clever students in the class.

- a. A
- b. An
- c. That
- d. The

9. I put my bottle ... the table.

- a. In
- b. On
- c. At
- d. Behind

10. Laily and welda come to nadya's and maysari's home. They are accompanied by syafrizal.

The underlined word refers to ...

- a. Syafrizal
- b. Laily and welda
- c. Maysari and nadya
- d. a,b,c correct

11. The students of SMA Negeri 2 Pekanbaru are handsome and beautiful. The word of "The" in the first sentence consist of ...

- a. Preposition
- ☒ c. Article
- b. Pronoun
- d. Adjective

12. Ela : Where did you go last night?

Indah : I went to sintya's house.

Ela : What for?

Indah : I went to her house because last night is ... birthday.

- a. His
- c. She
- b. Him
- ☒ d. Her

13. She has arrived ... class two minutes ago.

- a. In
- ☒ c. At
- b. On
- d. For

14. Sari buys ... umbrella ... the market.

- a. An - in
- ☒ c. An - at
- b. A - in
- d. A - at

15. A school is the place where students ... with their teachers.

- a. Teach
- c. Play
- b. Work
- ☒ d. Study

16. Putri : I lost my purse at the airport yesterday.

Willy :

- a. I'm sorry to hear that.
- c. Cool!
- b. Wow, fantastic.
- d. Pardon me?

17. Choose the correct spelling for the English word from the word "RAJIN!"

- ☒ a. Diligent
- b. Dyligent

c. Diligend

d. Dilygent

18. There ... Rhoma Irama's concert in Aryaduta Hotel last week.

- a. Was b. Is ~~c. Are~~ d. Has

19. Intan :

Iqbal : Hi, Intan. I hope we can be a good friend.

- a. Thank you my friend c. Hello. The people seem nice.
~~b. Hi, everyone. My name is Intan~~ d. Please allow her to introduce
Herself

20. Choose the correct spelling for the English word from the word "GURU"!

- ~~a. TEACHER~~
b. TECHER
c. TAECHER
d. TEACER

21. They ... in Jakarta two years ago.

- ~~a. Was~~ c. Have
~~b. Were~~ d. Has

22. My boyfriend give me a gift. The synonym of gift is ...

- a. Prize b. Rewards c. Present ~~d. a,b,c correct~~

23. Lucky : look at your mother! She looks like very happy.

April : yes, you are right. She is very happy today because of me.

The underlined word has same meaning with ...

- ~~a. Glad~~ b. Sad c. Wonderful d. Laughing

24. The antonym of "Arrogant" is ...

- a. Diligent b. Lazy ~~c. Friendly~~ d. Smart

- ✓ 25. Ilham is very **thin**. The opposite of thin is ...
a. Tall b. Slim c. Short ~~d. Fat~~
- ✓ 26. This is my cat. It has a **long** tail. the word of long is opposite with ...
~~a. Short~~ b. Tall c. Fat d. Big
- ✓ 27. I very hate you. The synonym of **hate** is ...
a. Doesn't like c. Like
~~b. Dislike~~ d. Don't Like
- ✓ 28. English is an important language to learn by the students. The word of **important** means ...
~~a. Difficult~~ c. Not important
b. Easy d. Crucial

dm = 85,21

TEST READING COMPREHENSION

Respondent :

The tenth grade of Senior High School 2 Pekanbaru

Directions :

1. These questions are used to know students' reading comprehension.
2. These questions are multiple choice.
3. These questions consists of 29 questions.
4. You are given 30 minutes to answer these questions.
5. Write down your name and class above the sheet.
6. Give the cross (X) for the correct answer.
7. Please answer these questions based on the correct answer.

Text 1

The following text is for questions 1 to 5.

If you get up early in the morning you will see an unusual sight. In city parks and in city streets, lot of boys and girls, or men and women are already up and busy. But they are not working or going anywhere. They are exercising. Some are playing football or badminton and some others are jogging. What is jogging?

Jogging is a gentle running. Why is jogging so popular today? Why do people jog? People jog to relax themselves, to keep themselves fit, or simply to enjoy themselves. Our world today is a world where life is comfortable and easy for many city people. Fast buses, cars, or motorcycles take us to work or to school. Lifts carry us quickly from one floor to another in large buildings. So many people get very little exercise.

What do you need to start jogging? You only need a pair of running shoes, an old pair of jeans or shorts, a sweater, and a little courage. Don't be embarrassed if you meet your neighbor as you return home, hot and tired. When you begin jogging, start by running some of the way and then walking. Don't jog too far to begin with and jog slowly. Once you develop a regular jogging programme, you will feel fit and well, and you will be ready to start a busy day feeling fresh and awake.

Next time you are at the swimming pool, look at the people around you, especially those who are over thirty. How many of them have a fat stomach? Now you understand why more people today go jogging or do some other sort of exercises.

1. Which of the following titles is suitable for the text above?

- a. An Easy and Cheap Sports
- b. How to Lose Stomach Fat

c. Having Comfortable Life

☒ Jogging, a Gentle Running

e. City Parks

2. What will a jogger feel after having a regular jogging programme?

☒ Well and fit

c. Fat and clumsy

e. Tired and exhausted

b. Strong and fat

d. Weak and stressed

3. From the text, we know that ...

a. Jogging programme means extra exercise for city people

b. Jogging will need extra sport equipment to use

c. People get many exercises in easy and comfortable life

☒ Jogging can make people relax

e. The neighbour will be embarrassing to see us jogging

4. The communicative purpose of the text is ...

a. To show the steps of jogging

b. To analyse what jogging is

☒ To discuss about jogging

d. To see if jogging works

☒ e. To tell what jogging is

5. "... you will see an unusual sight." (Paragraph 1)

What is the synonym of the underlined word?

☒ a. Strange

c. Regular

e. Traditional

☒ b. Popular

d. Common

Text 2

The Suramadu Bridge

The Suramadu Bridge is also known as the Surabaya-Madura bridge with three cable-stayed sections constructed between Surabaya and on the island of Java and the town of Bangkalan on the island of Madura in Indonesia.

The width of the bridge is 30 meters, while its height is 146 meters. It carries motor vehicles. Opened on June 10, 2009, and the 5.4 km bridge is the longest in Indonesia.

The cable-stayed portion has three spans with lengths 192 m, 434 m and 192 m. The bridge has two lanes in each direction plus an emergency lane and a dedicated lane for motorcycles. The first toll bridge in Indonesia, fares have been initially set at Rp.30.000 for four-wheeled vehicles and Rp.3,000 for two-wheelers.

The bridge was built by a consortium of Indonesian Companies, PT. Adhi Karya and PT. Waskita Karya, working China Road and Bridge Corp. and China Harbor Engineering Co.Ltd. The total cost of the project, including connecting roads, has been estimated at 4.5 trillion rupiah (US\$445 million).

6. The first paragraph tells about ...

- ☒ a. Main idea of The Suramadu Bridge
- ☒ b. Factual information of The Suramadu Bridge
- c. Meaning of The Suramadu Bridge
- d. Width and height of The Suramadu Bridge
- e. The total cost of The Suramadu Bridge

7. "The cable-stayed portion has three spans with ...". (see paragraph 3). The underlined word has similar meaning with ...

- ☒ a. Measure
- ☒ b. Spacing
- c. Period
- d. Longer
- e. Separate

8. The cable-stayed has three section constructed between ...

- ☒ a. Surabaya and on the island of Java and the town of Bangkalan on the island of Madura.
- b. The island of Java and Bangkalan
- c. Java and Madura
- d. Surabaya and Java
- e. Surabaya and the island of Java

9. Word "it" in sentence "It carries motor vehicles." Refers to ...

- ☒ a. The Suramadu Bridge
- b. Width of Suramadu
- c. Height of Suramadu
- d. The cable-stayed of Suramadu

e. The total cost of Suramadu

10. Which statement is TRUE . .

a. The bridge was built by a consortium of Indonesian Companies

b. The longest bridge in Indonesia is 5.4 km

c. Opened on June 10, 2009

d. The first toll bridge in Indonesia

☒ a,b,c,d correct

Text 3

The following text is for questions 11-14.

PARIS

Paris is the capital of a European nation, France. It is also one of the most beautiful and most famous cities in the world.

Paris is called the city of Light. It is also an international fashion center. What stylish women are wearing in Paris will be worn by women all over the world. Paris is also famous for its world center of education. For instance, it is the headquarters of UNESCO, the United Nations Educational, Scientific and Cultural Organization.

The Seine River divides the city into two parts. Thirty-two bridges cross this scenic river. The oldest and perhaps the most well-known is Pon Neuf, which was built in the sixteenth century. Sorbonne, a famous university, is located on the left bank (south side) of the river. The beautiful white church Sacre Coeur lies on the top of hill called Montmartre on the right bank (north side) of the Seine.

There are many other famous places in Paris, such as the famous museum the Louvre as well the cathedral of Notre Dame. However, the most famous landmark in this city must be the Eiffel Tower.

Paris is named after a group of people called the Parisii. They built a small village on an island in the middle of the Seine River about two thousand years ago. This island is called lie de la Cite. It is where Notre Dame located. Today around eight million people live in Paris area.

11. The fifth paragraph tells ...

☒ a. The origin of the word Paris

b. About the Paris

c. The location of Notre Dame

d. A village built a thousand years ago

e. An island in the middle of the Seine River

12. What is the oldest and most well known part of the city?

- ☒ a. The Seine River
- ☐ b. The Pont Neuf
- c. The Sorbonne
- d. The right bank
- e. The left bank

13. From the text we know that Notre Dame is located ...

- ☐ a. Near left Louvre
- b. On the left bank
- c. On the right bank
- d. Outside the city of Paris
- ☒ e. In the middle of the Seine River

Text 4

Orchard Road

Orchard Road is a Boulevard which becomes business and entertainment center in Singapore. Orchard Road is surrounded by a lush tropical and flower gardens which are beautiful. At first, Orchard Road is just a suburban street lined with orchards, plantations nutmeg, and pepper farming. However, in the 1970s, it turned into a shopping center in Singapore. In 1960 and 1970 entertainment industries began to enter this road. Shopping centers such as mall and Plaza was built in 1974.

Orchard Road runs along about 2.2 km. This road is one-way street flanked by a variety of shopping malls, hotels and restaurants. The shopping area which is nearly 800,000 square meters provides a wide range of Things, food, and entertainment. In this area there are many options that can satisfy visitors from all walks of life starting from the luxury branded things to the Popular branded, from exclusive restaurants to fast food.

There are so many ways that can be accessed to get to Orchard road such as: by taxi, bus or drive your own car. For those who are driving to Orchard Road can be entered from the west through the Napier Road. Vehicles from Dunrean Road can turn to left at the intersection of the Marriott Hotel junction. Vehicles that come from Paterson can turn right onto Orchard Road. Orchard is always crowded so you have to be careful in order not to get lost.

14. The text mainly focuses on ...

- a. Singapore
- b. Orchard Plantation

c. Plaza and Mall

~~d. Orchard road as business and entertainment center~~

e. Shopping Center

15. Which statement is TRUE?

a. At first Orchard Road is a crowded settlement

b. Orchard road became business and entertainment center since 1974

~~c. Vehicles from Dunrean road turn to the left at intersection of the Marriott Hotel junction~~

d. Orchard road is infamous place at Singapore

e. Orchard road is not surrounded by flower garden

16. Words "it" in line 4 refers to?

a. The plantation

b. Luxury branded things

c. The plaza

d. Singapore

~~e. Suburban street~~

17. The word "satisfy" in line eighth has the closet meaning with?

a. Pleased

c. Frighten

~~e. Loved~~

b. Free

d. Threat

Text 5

Yogyakarta is one of the foremost cultural centers of Java, the seat of the mighty Javanese empire of Mataram from which present day Yogyakarta has the best inherited of traditions. The city itself has a special charm, which seldom fails to captivate the visitor. Gamelan, classical and contemporary Javanese dances, leather puppet, theater and other expressions of traditional art will keep the visitor spellbound. Local craftsmen excel in arts such batiks, silver and leather works. Next to the traditional, contemporary art has found fertile soil in Yogya's culture oriented society.

Yogyakarta is often called the main gateway to the Central Java as where it is geographically located. It stretches from Mount Merapi to the Indian Ocean. There is daily air service to Yogya from Jakarta, Surabaya and Bali as well as regular train service and easy accessibility by road. Yogyakarta is commonly considered as the modern cultural of Central Java. It is a very lively city and a shopper's delight. The main road, Malioboro Street, is always crowded and famous for its night street food-culture and street vendors. Many tourist shops and cheap hotels are concentrated along this street or in the adjoining tourist area such Sosrowijayan Street.

The key attraction of Yogyakarta is 'Kraton' (the Sultan's Palace), the centre of Yogya's traditional life and despite the advance of modernity; it still emanates the spirit of refinement, which has been the hallmark of Yogya's art for centuries. This vast complex of decaying buildings was built in the 18th century, and is actually a walled city within the city with luxurious pavilions and in which the current Sultan still resides. Yogyakarta is also the only major city, which still has traditional 'Becak' (rickshaw-style) transport.

18. What is the purpose of the text?

- a. To amuse the readers with Yogyakarta
- ☒ b. To describe the location of Yogyakarta
- ☒ c. To persuade the readers to go to Yogyakarta
- d. To promote Yogyakarta as tourist destination
- e. To tell the readers the history of Yogyakarta

19. We know from the second paragraph that ...

- a. Plane is the most convenient access to reach Yogyakarta
- ☒ b. Many local tourists prefer staying in Sosrowijayan Street
- c. Sosrowijayan is also known as shopping and culinary delight
- ☒ d. There are many convenient stores in the streets of Yogyakarta
- e. Malioboro Street is a crowded mainroad which is alive 24 hours

20. "... spirit of refinement, which has been the hallmark of Yogya's art for centuries. (Paragraph 3) The underlined word is closest in meaning ...

- a. Settlement
- ☒ b. Improvement
- c. Engagement
- d. Involvement
- e. Development

21. Word "It" in sentence. "It stretches from Mount Merapi to the Indian Ocean." Refers to...

- ☒ a. Yogyakarta
- b. Mount Merapi
- c. Indian Ocean
- d. Mataram
- e. Malioboro

22. Which statement is TRUE?

- a. Yogyakarta is one of the foremost cultural centers of Java
- b. The key attraction of Yogyakarta is 'Kraton' (the Sultan's Palace)
- c. Yogyakarta is also the only major city, which still has traditional 'Becak' (rickshaw-style) transport.
- d. Malioboro Street is always crowded and famous for its night street food-culture and street vendors.

~~a~~ a,b,c,d correct

Text 6

The following text is for questions 24 to 26

Borobudur Temple

Borobudur temple is one of the most beautiful tourist resorts in Indonesia. It is situated in central Java. Borobudur temple is one of the seven wonders of the world which needs to be preserved its circumstances. The people all over the world know that Borobudur is one of the greatest art works that ever known since long time ago.

Borobudur temple was built by Syailendra Dynasty during the eighth century. It needed more than two million river stones. It is the biggest temple in the world.

After going into some restorations, Borobudur is visited by more and more tourists, both domestic and foreign tourists. Most of them admire Borobudur temple because of its beauty, its elegance and the story of the relief on its walls.

Domestic tourists usually go there by bus or private cars, while foreign tourists like to join travel bureau because they don't need to think of the transportation, accommodation, and itinerary. There are some money changers around the location. It makes them easier to change their money. But some of them like to bring credit cards and checks.

23. The main idea from the text in paragraph ...

- ~~a~~ a. First paragraph c. Third paragraph e. Last paragraph
b. Second paragraph d. Fourth paragraph

24. The purpose of the text is ...

- ~~a~~ a. To inform about Borobudur Temple
b. To give something about place
c. To motivated the reader about tourism
d. To know about Syailendra Dynasty
e. To discuss about Borobudur Temple

25. The meaning of underlined word "Domestic tourists usually go there by bus or private cars" is ...

- a. Hometown c. Domestic e. Transportation
~~b~~ b. Traveller d. Temple

Text 7

Alam Malang Fishing Park

Alam Mayang Fishing Park is located at Harapan Raya street km 8 from the centre of Pekanbaru city. Alam Mayang is a recreational and relaxing place, which is frequently visited, mainly by those who have fishing hobby, as there are a number of fishing ponds in this place with various species of fishes in it. It equipped with three pools with 18.560km² and also has many kind of fishes such as; fresh water crap fish, lemak, nila, patin and sepat siam. Relaxing under the shadiness of the vegetation and a beautiful natural atmosphere is really a very exciting experience.

Today it is frequented especially by those having the hobby of fishing since here there are fishing ponds covering a total area of 18.650 square meters with various kinds of fish inside. Much more fun is certainly to go fishing together with the family.

26. "It equipped with three pools with 18.560km²..." in underlined word is refers to ...

- a. Harapan Raya
- b. Pekanbaru City
- ☒ c. Alam Mayang Fishing Park
- d. Fishing hobby
- e. Location of Alam Mayang

27. The purpose of text above is ...

- a. To discuss about fishing hobby
- ☒ b. To inform the reader about Alam Mayang Fishing Park
- c. To retell the reader about Alam Mayang Fishing Park
- d. To show fishing hobby is
- e. To confirm about Alam Mayang Fisihing Park

Text 8

Selat Baru Beach

Selat Baru Beach is the most beautiful beach in Bengkalis, the name is taken from the name of the village where the beach is located, Selat Baru village, which is also the Capital of District Bantan. Bengkalis Government has made these beaches as one of the potential attractions. In this place, there are annual events that been held for competitions, such as jong boat racing, gasing, and kites. The visitors can also see numbers of traditional art and cultural attractions from Riau.

Selat Baru Beach is situated in the village of Selat Baru, District Bantan, Bengkalis Regency, Riau Province. This place is located at the north of Bengkalis capital; from Bengkalis, within approximately 17 kilometers or about 45 minutes driving by using a two-wheeled or four wheels vehicle.

From Pekanbaru, the capital of Riau province. The visitors can use water transport to navigate the Siak River to the port of Bengkalis with the distance of approximately 5 hour, or can also use a landline for about 5 to 6 hours, by passing through Siak until then passing the River Pakning towards Bengkalis. We can use Ferry crossings or commonly referred to Roro.

This beach is kind of stretch and flat beach with fine sand that strung along 4kilometer, with the distance for about 200 meters from the beach. The ocean waves at this beach is relatively stable, not more than 1 meter, except at the north wind season. From this place refracts blue nuance of Gunung Ledang in the neighboring country, Malaysia.

28. Which statement is TRUE about the text above ...

- a. Selat Baru Beach is the most beautiful beach in Bengkalis
- b. There are annual events that been held for competitions, such as jong boat racing, gasing, and kites
- c. The visitors can use water transport to navigate the Siak River to the port of Bengkalis
- d. The visitors can use Ferry crossings or commonly referred to Roro

~~e.~~ Answer a.b.c.d correct

29. From the text above, we know the purpose of the text is ...

- a. To retell the reader about visitors experience
- b. To describe about Bengkalis
- ~~c.~~ To inform the reader about Selat Baru Beach
- d. To inform the reader about one of beautiful beach in Bengkalis

~~e.~~ Answer c and d correct

lg = 65,51

KUNCI JAWABAN

READING COMPREHENSION

			NO.		NO.	
1.	D	11.	A	21.	A	
2.	A	12.	B	22.	E	
3.	D	13.	A	23.	A	
4.	E	14.	D	24.	A	
5.	A	15.	C	25.	B	
6.	A	16.	E	26.	C	
7.	A	17.	A	27.	B	
8.	A	18.	B	28.	E	
9.	A	19.	D	29.	E	
10.	E	20.	C			

VOCABULARY

NO.		NO.		NO.	
1.	A	11.	C	21.	B
2.	D	12.	D	22.	D
3.	D	13.	C	23.	A
4.	C	14.	C	24.	C
5.	C	15.	D	25.	D
6.	B	16.	A	26.	A
7.	B	17.	A	27.	B
8.	A	18.	A	28.	D
9.	B	19.	B		
10.	B	20.	A		

[illegible]

1. 0.
 2. 1.
 3. 2.
 4. 3.
 5. 4.
 6. 5.
 7. 6.
 8. 7.
 9. 8.
 10. 9.

a. Pengutuban hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Hak Cipta Dilindungi Undang-Undang

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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Students' Vocabulary Mastery Score

No	Students No	Score	No	Students No	Score
1	Student 1	79	19	Student 19	79
2	Student 2	75	20	Student 20	89
3	Student 3	89	21	Student 21	82
4	Student 4	68	22	Student 22	82
5	Student 5	82	23	Student 23	82
6	Student 6	89	24	Student 24	79
7	Student 7	75	25	Student 25	71
8	Student 8	75	26	Student 26	86
9	Student 9	89	27	Student 27	79
10	Student 10	79	28	Student 28	82
11	Student 11	82	29	Student 29	82
12	Student 12	86	30	Student 30	75
13	Student 13	82	31	Student 31	79
14	Student 14	86	32	Student 32	75
15	Student 15	71	33	Student 33	71
16	Student 16	71	34	Student 34	79
17	Student 17	79	35	Student 35	71
18	Student 18	89	36	Student 36	82
Total 2871			Mean 80		

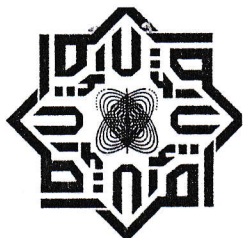
Hak Cipta Dilindungi Undang-Undang

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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Students' Reading Comprehension Score

No.	Students No	Score	No.	Students No	Score
1.	Student 1	76	19.	Student 19	76
2.	Student 2	62	20.	Student 20	86
3.	Student 3	76	21.	Student 21	66
4.	Student 4	66	22.	Student 22	90
5.	Student 5	72	23.	Student 23	76
6.	Student 6	90	24.	Student 24	83
7.	Student 7	76	25.	Student 25	41
8.	Student 8	72	26.	Student 26	90
9.	Student 9	76	27.	Student 27	76
10.	Student 10	72	28.	Student 28	79
11.	Student 11	72	29.	Student 29	69
12.	Student 12	79	30.	Student 30	90
13.	Student 13	83	31.	Student 31	69
14.	Student 14	90	32.	Student 32	83
15.	Student 15	79	33.	Student 33	79
16.	Student 16	76	34.	Student 34	66
17.	Student 17	76	35.	Student 35	76
18.	Student 18	93	36.	Student 36	66
Total		2745	Mean		76

Table r Pearson Product Moment					
df = (N-2)	Level of Significance for two-tailed test				
	0.1	0.05	0.02	0.01	0.001
	Level of Significance for one-tailed test				
	0.05	0.025	0.01	0.005	0.0005
1	0.9877	0.9969	0.9995	0.9999	1.0000
2	0.9000	0.9500	0.9800	0.9900	0.9990
3	0.8054	0.8783	0.9343	0.9587	0.9911
4	0.7293	0.8114	0.8822	0.9172	0.9741
5	0.6694	0.7545	0.8329	0.8745	0.9509
6	0.6215	0.7067	0.7887	0.8343	0.9249
7	0.5822	0.6664	0.7498	0.7977	0.8983
8	0.5494	0.6319	0.7155	0.7646	0.8721
9	0.5214	0.6021	0.6851	0.7348	0.8470
10	0.4973	0.5760	0.6581	0.7079	0.8233
11	0.4762	0.5529	0.6339	0.6835	0.8010
12	0.4575	0.5324	0.6120	0.6614	0.7800
13	0.4409	0.5140	0.5923	0.6411	0.7604
14	0.4259	0.4973	0.5742	0.6226	0.7419
15	0.4124	0.4821	0.5577	0.6055	0.7247
16	0.4000	0.4683	0.5425	0.5897	0.7084
17	0.3887	0.4555	0.5285	0.5751	0.6932
18	0.3783	0.4438	0.5155	0.5614	0.6788
19	0.3687	0.4329	0.5034	0.5487	0.6652
20	0.3598	0.4227	0.4921	0.5368	0.6524
21	0.3515	0.4132	0.4815	0.5256	0.6402
22	0.3438	0.4044	0.4716	0.5151	0.6287
23	0.3365	0.3961	0.4622	0.5052	0.6178
24	0.3297	0.3882	0.4534	0.4958	0.6074
25	0.3233	0.3809	0.4451	0.4869	0.5974
26	0.3172	0.3739	0.4372	0.4785	0.5880
27	0.3115	0.3673	0.4297	0.4705	0.5790
28	0.3061	0.3610	0.4226	0.4629	0.5703
29	0.3009	0.3550	0.4158	0.4556	0.5620
30	0.2960	0.3494	0.4093	0.4487	0.5541
31	0.2913	0.3440	0.4032	0.4421	0.5465
32	0.2869	0.3388	0.3972	0.4357	0.5392
33	0.2826	0.3338	0.3916	0.4296	0.5322
34	0.2785	0.3291	0.3862	0.4238	0.5254
35	0.2746	0.3246	0.3810	0.4182	0.5189



UIN SUSKA RIAU

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
FAKULTAS TARBIYAH DAN KEGURUAN
كلية التربية والتعليم
FACULTY OF EDUCATION AND TEACHER TRAINING
Jl. H. R. Soebrantas No.155 Km.18 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 561647
Fax. (0761) 561647 Web. www.ftk.uinsuska.ac.id, E-mail: eftak_uinsuska@yahoo.co.id

Nomor : Un.04/F.II.4/PP.00.9/12723/2019
Sifat : Biasa
Lamp. : -
Hal : *Pembimbing Skripsi (Perpanjangan)*

Pekanbaru, 23 Agustus 2019

Kepada
Yth. Idham Syahputra, SS, M.Ed

Dosen Fakultas Tarbiyah dan Keguruan UIN Suska Riau
Pekanbaru

Assalamu'alaikum warhamatullahi wabarakatuh

Dengan hormat, Fakultas Tarbiyah dan Keguruan UIN Suska Riau menunjuk Saudara sebagai pembimbing skripsi mahasiswa :

Nama : NADYA APRILIA

NIM : 11513200142

Jurusan : Pendidikan Bahasa Inggris

Judul : The Correlation between Students' Vocabulary Mastery and Their Reading
Comprehension in Descriptive Text at State Senior High School 2 Pekanbaru

Waktu : 3 Bulan terhitung dari tanggal keluarnya surat bimbingan ini

Agar dapat membimbing hal-hal terkait dengan Ilmu Pendidikan Bahasa Inggris dan dengan Redaksi dan Teknik Penulisan Skripsi sebagaimana yang sudah ditentukan. Atas kesediaan Saudara dihaturkan terima kasih.

Wassalam

an Dekan

Wakil Dekan I



Drs. Alimuddin, M.Ag

NIP. 19660924 199503 1 002

Tembusan :

Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau



**KEGIATAN BIMBINGAN MAHASISWA
SKRIPSI MAHASISWA**

1. Jenis yang dibimbing :
 - a. Seminar usul Penelitian :
 - b. Penulisan Laporan Penelitian : Skripsi
2. Nama Pembimbing : Idham Syahputra, M.Ed.
 - a. Nomor Induk Pegawai (NIP) : 19821226200912 1 004
3. Nama Mahasiswa : Nadya Aprilia
4. Nomor Induk Mahasiswa : 11513200142
5. Kegiatan : Bimbingan Skripsi

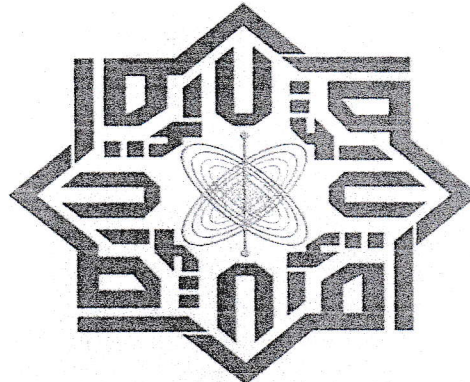
No	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
1.	14 Juli 2019	Instrument		
2.	21 Juli 2019	ACC Instrument		
3.	05 Agustus 2019	Validity & Reliability		
4.	09 Agustus 2019	Appendix		
5.	14 Agustus 2019	Chapter IV and V		
6.	19 Agustus 2019	All Chapter		
7.	21 Agustus 2019	Approved Thesis		

Pekanbaru, 21 Agustus 2019
Pembimbing,

Idham Syahputra, M.Ed.
NIP. 19821226200912 1 004

**THE CORRELATION BETWEEN STUDENTS' MASTERY IN VOCABULARY AND
THEIR READING COMPREHENSION OF DESCRIPTIVE TEXT AT SENIOR HIGH
SCHOOL 2 PEKANBARU**

A PROPOSAL

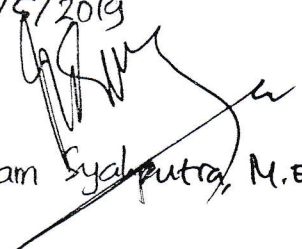


UIN SUSKA RIAU

By

NADYA APRILIA

SIN. 11513200142

Approved,
13/5/2019

Idham Syahputra, M.Ed

DEPARTMENT OF ENGLISH EDUCATION

FACULTY OF EDUCATION AND TEACHER TRAINING

STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU PEKANBARU

1440/2019



PEMERINTAH PROVINSI RIAU
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Gedung Menara Lancang Kuning Lantai I dan II Komp. Kantor Gubernur Riau
Jl. Jend. Sudirman No. 460 Telp. (0761) 39064 Fax. (0761) 39117 **PEKANBARU**
Email : dpmptsp@riau.go.id

REKOMENDASI

Nomor : 503/DPMPTSP/NON IZIN-RISET/24861
T E N T A N G

**PELAKSANAAN KEGIATAN RISET/PRA RISET
DAN PENGUMPULAN DATA UNTUK BAHAN SKRIPSI**



182010

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca Surat Permohonan Riset dari : **Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau, Nomor : Un.04/F.II/PP.00.9/11347/2019 Tanggal 26 Juli 2019**, dengan ini memberikan rekomendasi kepada:

- | | | |
|----------------------|---|--|
| 1. Nama | : | NADYA APRILIA |
| 2. NIM / KTP | : | 115132001420 |
| 3. Program Studi | : | PENDIDIKAN BAHASA INGGRIS |
| 4. Jenjang | : | S1 |
| 5. Alamat | : | PEKANBARU |
| 6. Judul Penelitian | : | The Correlation between Students' Vocabulary Mastery and Their Reading Comprehension in Descriptive Text at State Senior High School 2 Pekanbaru. |
| 7. Lokasi Penelitian | : | SMAN 2 PEKANBARU. |

Dengan ketentuan sebagai berikut:

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan.
2. Pelaksanaan Kegiatan Penelitian dan Pengumpulan Data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini diterbitkan.
3. Kepada pihak yang terkait diharapkan dapat memberikan kemudahan serta membantu kelancaran kegiatan Penelitian dan Pengumpulan Data dimaksud.

Demikian rekomendasi ini dibuat untuk dipergunakan seperlunya.

Dibuat di : Pekanbaru
Pada Tanggal : 31 Juli 2019



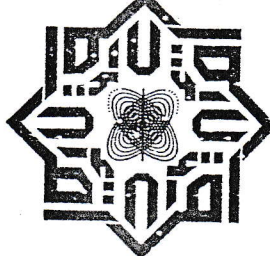
Ditandatangani Secara Elektronik Oleh:
**KEPALA DINAS PENANAMAN MODAL
DAN PELAYANAN TERPADU SATU PINTU
PROVINSI RIAU**

EVAREFITA, SE, M.Si
Pembina Utama Muda
NIP. 19720628 199703 2 004

Tembusan :

Disampaikan Kepada Yth :

1. Kepala Badan Kesatuan Bangsa dan Politik Provinsi Riau di Pekanbaru
2. Kepala Dinas Pendidikan Provinsi Riau
3. Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau di Pekanbaru
4. Yang Bersangkutan



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KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
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Jl. H. R. Soebrantas No.155 Km.18 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 561647
Fax. (0761) 561647 Web. www.ftk.uinsuska.ac.id, E-mail: eftak_uinsuska@yahoo.co.id

Nomor : Un.04/F.II.4/PP.00.9/3328/2019
Sifat : Biasa
Lamp. : -
Hal : *Mohon Izin Melakukan PraRiset*

Pekanbaru, 25 Februari 2019

Kepada
Yth. Kepala Sekolah
SMA NEGERI 2 PEKANBARU
di
Tempat

Assalamu'alaikum warhmatullahi wabarakatuh

Dekan Fakultas Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama : NADYA APRILIA
NIM : 11513200142
Semester/Tahun : VIII (Delapan)/ 2019
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

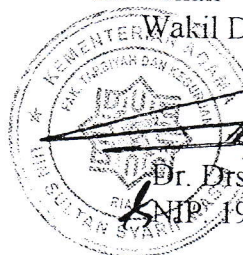
ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan penelitiannya di Instansi yang saudara pimpin.

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

an. Dekan

Wakil Dekan III

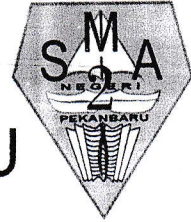


Dr. Drs. Nursalim, M.Pd

SNIP: 19660410 199303 1 005



PEMERINTAH PROVINSI RIAU
DINAS PENDIDIKAN
SMA NEGERI 2 PEKANBARU
AKREDITASI A



NPSN	10404013	NSS	31.1.09.60.07.002
------	----------	-----	-------------------

Jl. NUSA INDAH No. 4 Telp. (0761) 23471, Kode Pos 28292 , Email : smandapku@gmail.com

Nomor : 421.3/SMAN.2/PL/2019/714
HaL : Izin Melaksanakan PraRiset

Pekanbaru, 24 Juli 2019

Kepada Yth.
Kementriaan Agama
Universitas Islam Negeri Sultan Syarif Kasim Riau
Fakultas Tarbiyah dan Keguruan
Di
Pekanbaru

Dengan hormat,
Membalas maksud surat Saudara Nomor : Un.04/F.II.4/PP.00.9/3328/2019
Tanggal 24 Juli 2019, maka dengan ini kami menyatakan Bersedia Untuk memberikan izin
Melaksanakan PraRiset Mahasiswa tersebut dibawah ini :

No	Nama Mahasiswa	NIM	Program Studi	Ket
1.	NADYA APRILIA	11513200142	Pendidikan Bahasa Inggris	

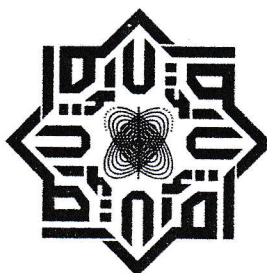
Demikian untuk dimaklumi.

Kepala Sekolah,



Drs. K A S I M

NIP. 19631231.199003.1.091



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KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
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Fax. (0761) 561647 Web. www.ftk.uinsuska.ac.id, E-mail: eftak_uinsuska@yahoo.co.id

Nomor : Un.04/F.II/PP.00.9/11347/2019
Sifat : Biasa
Lamp. : 1 (Satu) Proposal
Hal : **Mohon Izin Melakukan Riset**

Pekanbaru, 26 Juli 2019 M

Kepada
Yth. Gubernur Riau
Cq. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu
Satu Pintu
Provinsi Riau
Di Pekanbaru

Assalamu'alaikum warahmatullahi wabarakatuh

Rektor Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama : NADYA APRILIA
NIM : 11513200142
Semester/Tahun : VIII (Delapan)/ 2019
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan judul skripsinya : The Correlation Between Students' Vocabulary Mastery and Their Reading Comprehension in Descriptive Text at Senior High School 2 Pekanbaru

Lokasi Penelitian : SMA NEGERI 2 PEKANBARU

Waktu Penelitian : 3 Bulan (26 Juli 2019 s.d 26 Oktober 2019)

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

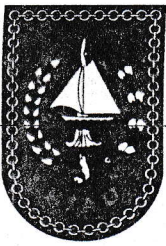
Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

a.n. Rektor
Dekan



Dr. H. Muhammad Syaifuddin, S.Ag., M.Ag.
NIP. 19740704 199803 1 001

Tembusan :
Rektor UIN Suska Riau



PEMERINTAH PROVINSI RIAU
DINAS PENDIDIKAN

JALAN CUT NYAK DIEN NO. 3 TELP. 22552/21553
PEKANBARU

Pekanbaru, 02 AUG 2019

No : 800/Disdik/1.3/2019/0530
Sifat : Biasa
Lampiran :
Hal : Izin Riset / Penelitian

Kepada
Yth. Kepala SMAN 2 Pekanbaru

di-
Pekanbaru

Berkenaan dengan Surat Rekomendasi dari Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau Nomor : 503/DPMPTSP/NON IZIN-RISET/24861 Tanggal 31 Juli 2019 Perihal Pelaksanaan Izin Riset, dengan ini disampaikan bahwa:

Nama : **NADYA APRILIA**
NIM : 115132001420
Program Studi : PENDIDIKAN BAHASA INGGRIS
Jenjang : S1
Alamat : PEKANBARU
Judul Penelitian : **THE CORRELATION BETWEEN STUDENTS' VOCABULARY MASTERY AND THEIR READING COMPREHENSION IN DESCRIPTIVE TEXT AT STATE SENIOR HIGH SCHOOL 2 PEKANBARU**

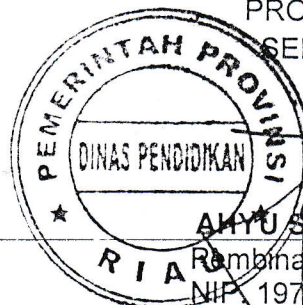
Lokasi Penelitian : SMA NEGERI 2 PEKANBARU

Dengan ini disampaikan hal-hal sebagai berikut :

1. Untuk dapat memberikan yang bersangkutan berbagai informasi dan data yang diperlukan untuk penelitian
2. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan dan memaksakan kehendak yang tidak ada hubungan dengan kegiatan ini.
3. Adapun Surat Izin Penelitian ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini dibuat.

Demikian disampaikan, atas perhatian diucapkan terima kasih.

An. KEPALA DINAS PENDIDIKAN
PROVINSI RIAU
SEKRETARIS



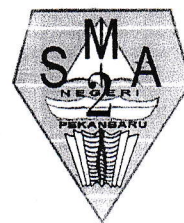
AHYU SUHENDRA, SE

Rambina
NIP. 19711209 200012 1 006

Tembusan:
Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau



PEMERINTAH PROVINSI RIAU
DINAS PENDIDIKAN
SMA NEGERI 2 PEKANBARU
AKREDITASI A



NPSN	10404013	NSS	31.1.09.60.07.002
------	----------	-----	-------------------

Jl. NUSA INDAH No. 4 Telp. (0761) 23471, Kode Pos 28292, Email : smandapku@gmail.com

SURAT KETERANGAN

Nomor : 421.3/SMAN.2/PL/2019/794

Yang bertanda tangan dibawah ini Kepala SMA Negeri 2 Pekanbaru, dengan ini menerangkan bahwa :

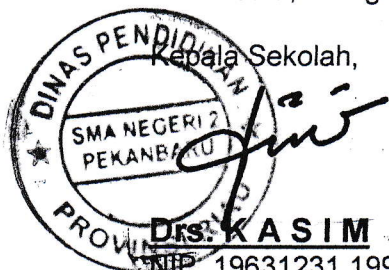
Nama : **NADYA APRILIA**
N I M : 115132001420
Program Studi : Pendidikan Bahasa Inggris
Mahasiswa / Dosen : Fakultas Tarbiyah dan Keguruan UIN Suska Riau

Telah mengadakan Riset / Penelitian di SMA Negeri 2 Pekanbaru pada tanggal 05 Agustus 2019 s.d 20 Agustus 2019, dan hasil dari Riset / Penelitian tersebut akan digunakan sebagai Bahan Pembuatan Skripsi / Tesis dengan judul ;

**“THE CORRELATION BETWEEN STUDENTS, VOCABULARY MASTERY
AND THEIR READING COMPREHENSION IN DESCRIPTIVE TEXT AT
STATE SENIOR HIGH SCHOOL 2 PEKANBARU”**

Demikian surat keterangan ini diberikan untuk dapat dipergunakan seperlunya.

Pekanbaru, 20 Agustus 2019



Drs. K A S I M

NIP. 19631231.199003.1.091



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

© Hak Cipta UIN Suska Riau State Islamic University of Sultan Syarif Kasim Riau

Curriculum Vitae

PERSONAL INFORMATION



Full Name	Nadya Aprilia
Sex	Female
Place, Date of Birth	Batam, 23 April 1997
Nationality	Indonesia
Religion	Islam
City	Batam
Mobile	+6281372504253
E-mail	nadyaaprilialia60@gmail.com

EDUCATIONAL BACKGROUND

2015 –	Present Undergraduate Students State Islamic University of Sultan Syarif Kasim, Riau, Indonesia
2012 – 2015	State Islamic Senior High School, Batam, Kepulauan Riau, Indonesia
2009 – 2012	State Junior High School 26 Batu Aji, Batam, Kepulauan Riau, Indonesia
2003 – 2009	State Elementary School 003 Batu Aji, Batam, Kepulauan Riau, Indonesia
2002 – 2003	Kinder Garden of Darul Ikhsan, Batam, Kepulauan Riau, Indonesia